

District Annual Report

Carrizo Springs CISD

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Texas Academic Performance Report

Carrizo Springs CISD

Section 1

Texas Academic Performance
Report- District Level



2023-24 Texas Academic Performance Report (TAPR)

District Name: CARRIZO SPRINGS CISD

District Number: 064903

2024 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	72%	60%	*	59%	71%	-	-	-	-	36%	*	64%	43%	59%	83%
	2023	76%	74%	74%	-	74%	*	-	-	-	*	79%	*	74%	77%	69%	*
At Meets Grade Level or Above	2024	48%	46%	29%	*	29%	14%	-	-	-	-	14%	*	30%	24%	27%	33%
	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*
At Masters Grade Level	2024	21%	19%	11%	*	11%	14%	-	-	-	-	0%	*	12%	5%	10%	17%
	2023	20%	17%	11%	-	10%	*	-	-	-	*	0%	*	11%	9%	11%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	68%	52%	*	52%	57%	-	-	-	-	21%	*	55%	38%	50%	100%
	2023	73%	70%	73%	-	73%	*	-	-	-	*	74%	*	71%	86%	70%	*
At Meets Grade Level or Above	2024	42%	39%	24%	*	25%	14%	-	-	-	-	14%	*	28%	5%	24%	50%
	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*
At Masters Grade Level	2024	15%	13%	5%	*	4%	14%	-	-	-	-	0%	*	6%	0%	3%	17%
	2023	19%	16%	9%	-	8%	*	-	-	-	*	11%	*	9%	9%	8%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	78%	-	78%	*	-	*	-	*	75%	50%	77%	83%	76%	40%
	2023	77%	76%	69%	*	68%	*	-	*	-	-	31%	*	70%	66%	63%	71%
At Meets Grade Level or Above	2024	51%	48%	38%	-	37%	*	-	*	-	*	45%	17%	38%	37%	32%	20%
	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%
At Masters Grade Level	2024	23%	20%	8%	-	8%	*	-	*	-	*	5%	17%	8%	9%	8%	20%
	2023	22%	20%	17%	*	17%	*	-	*	-	-	8%	*	18%	16%	13%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	64%	54%	-	54%	*	-	*	-	*	70%	33%	55%	54%	52%	20%
	2023	71%	66%	63%	*	65%	*	-	*	-	-	46%	*	67%	50%	60%	29%
At Meets Grade Level or Above	2024	46%	41%	26%	-	25%	*	-	*	-	*	50%	33%	27%	20%	24%	20%
	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%
At Masters Grade Level	2024	21%	17%	3%	-	3%	*	-	*	-	*	5%	17%	3%	3%	3%	20%
	2023	22%	18%	10%	*	11%	*	-	*	-	-	0%	*	12%	3%	9%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	78%	68%	*	68%	*	-	*	-	-	21%	*	71%	57%	61%	50%
	2023	81%	80%	68%	-	68%	*	-	-	-	-	38%	*	65%	79%	66%	*
At Meets Grade Level or Above	2024	55%	53%	38%	*	38%	*	-	*	-	-	14%	*	39%	33%	34%	30%
	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
At Masters Grade Level	2024	29%	27%	17%	*	17%	*	-	*	-	-	0%	*	16%	23%	12%	10%
	2023	28%	27%	17%	-	16%	*	-	-	-	-	8%	*	15%	24%	17%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	75%	71%	*	72%	*	-	*	-	-	57%	*	72%	67%	68%	60%
	2023	80%	79%	78%	-	78%	*	-	-	-	-	73%	*	78%	80%	75%	*
At Meets Grade Level or Above	2024	50%	47%	34%	*	35%	*	-	*	-	-	21%	*	35%	30%	32%	10%
	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
At Masters Grade Level	2024	19%	17%	6%	*	6%	*	-	*	-	-	0%	*	6%	7%	4%	0%
	2023	21%	20%	16%	-	16%	*	-	-	-	-	0%	*	17%	13%	15%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	55%	53%	*	52%	*	-	*	-	-	21%	*	56%	43%	48%	40%
	2023	65%	63%	57%	-	57%	*	-	-	-	-	54%	*	56%	62%	53%	*
At Meets Grade Level or Above	2024	28%	25%	23%	*	22%	*	-	*	-	-	7%	*	20%	33%	15%	10%
	2023	36%	34%	28%	-	28%	*	-	-	-	-	23%	*	25%	41%	24%	*
At Masters Grade Level	2024	11%	10%	8%	*	8%	*	-	*	-	-	0%	*	8%	7%	6%	0%
	2023	16%	14%	12%	-	11%	*	-	-	-	-	8%	*	11%	17%	10%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	68%	*	68%	67%	-	*	-	-	41%	*	66%	73%	66%	50%
	2023	77%	75%	77%	*	75%	86%	-	*	-	*	63%	*	76%	78%	72%	63%
At Meets Grade Level or Above	2024	57%	55%	48%	*	47%	67%	-	*	-	-	29%	*	44%	57%	42%	25%
	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
At Masters Grade Level	2024	26%	23%	14%	*	13%	33%	-	*	-	-	12%	*	12%	22%	14%	13%
	2023	22%	20%	13%	*	13%	14%	-	*	-	*	13%	*	13%	17%	13%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	62%	*	61%	83%	-	*	-	-	47%	*	59%	70%	58%	63%
	2023	75%	74%	65%	*	65%	71%	-	*	-	*	69%	*	64%	67%	62%	63%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	37%	29%	*	28%	50%	-	*	-	-	18%	*	24%	46%	28%	38%
	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
At Masters Grade Level	2024	14%	12%	11%	*	10%	17%	-	*	-	-	6%	*	11%	11%	10%	13%
	2023	16%	13%	8%	*	8%	14%	-	*	-	*	13%	*	8%	8%	6%	25%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	77%	-	76%	86%	-	*	-	-	57%	-	75%	87%	73%	50%
	2023	78%	77%	68%	*	67%	83%	-	*	-	-	50%	-	71%	53%	63%	60%
At Meets Grade Level or Above	2024	54%	53%	51%	-	52%	29%	-	*	-	-	36%	-	49%	65%	46%	50%
	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
At Masters Grade Level	2024	29%	26%	17%	-	18%	14%	-	*	-	-	7%	-	16%	22%	16%	25%
	2023	27%	24%	9%	*	8%	17%	-	*	-	-	6%	-	10%	0%	6%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	52%	64%	-	64%	57%	-	*	-	-	50%	-	59%	87%	63%	75%
	2023	63%	61%	67%	*	67%	67%	-	*	-	-	56%	-	67%	68%	61%	60%
At Meets Grade Level or Above	2024	34%	31%	39%	-	40%	14%	-	*	-	-	43%	-	37%	48%	37%	50%
	2023	37%	34%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
At Masters Grade Level	2024	11%	10%	15%	-	15%	14%	-	*	-	-	14%	-	13%	26%	13%	25%
	2023	11%	9%	17%	*	17%	17%	-	*	-	-	13%	-	19%	11%	11%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	68%	*	67%	*	-	*	-	*	41%	-	68%	69%	63%	50%
	2023	83%	82%	71%	-	68%	100%	-	*	-	*	29%	-	73%	61%	67%	50%
At Meets Grade Level or Above	2024	56%	54%	43%	*	40%	*	-	*	-	*	18%	-	43%	46%	34%	17%
	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%
At Masters Grade Level	2024	29%	26%	14%	*	14%	*	-	*	-	*	0%	-	16%	0%	10%	17%
	2023	28%	25%	10%	-	8%	25%	-	*	-	*	0%	-	10%	9%	10%	12%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	69%	70%	-	69%	*	-	-	-	*	56%	-	65%	91%	67%	40%
	2023	76%	73%	87%	-	86%	*	-	-	-	-	76%	-	89%	78%	86%	89%
At Meets Grade Level or Above	2024	43%	37%	38%	-	36%	*	-	-	-	*	31%	-	35%	55%	34%	40%
	2023	46%	41%	36%	-	35%	*	-	-	-	-	29%	-	36%	39%	34%	26%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	5%	-	5%	*	-	-	-	*	0%	-	2%	18%	5%	20%
	2023	17%	14%	2%	-	2%	*	-	-	-	-	0%	-	0%	11%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	69%	56%	*	54%	*	-	*	-	*	29%	-	54%	64%	49%	50%
	2023	74%	73%	59%	-	56%	88%	-	*	-	*	44%	-	60%	52%	56%	58%
At Meets Grade Level or Above	2024	44%	43%	29%	*	27%	*	-	*	-	*	12%	-	29%	29%	24%	17%
	2023	47%	46%	27%	-	24%	50%	-	*	-	*	6%	-	26%	30%	28%	35%
At Masters Grade Level	2024	17%	16%	4%	*	4%	*	-	*	-	*	0%	-	5%	0%	3%	0%
	2023	17%	17%	4%	-	2%	13%	-	*	-	*	0%	-	4%	4%	4%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	60%	57%	*	55%	*	-	*	-	*	41%	-	59%	38%	47%	17%
	2023	62%	61%	59%	-	56%	88%	-	*	-	*	41%	-	60%	57%	54%	62%
At Meets Grade Level or Above	2024	33%	33%	28%	*	27%	*	-	*	-	*	24%	-	29%	23%	22%	17%
	2023	33%	32%	28%	-	26%	50%	-	*	-	*	24%	-	28%	30%	26%	19%
At Masters Grade Level	2024	17%	17%	13%	*	12%	*	-	*	-	*	6%	-	15%	0%	9%	17%
	2023	16%	15%	10%	-	8%	13%	-	*	-	*	6%	-	9%	13%	9%	15%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	59%	*	57%	*	-	*	-	*	26%	*	58%	60%	56%	47%
	2023	72%	71%	67%	*	66%	75%	*	-	-	-	38%	*	68%	57%	65%	33%
At Meets Grade Level or Above	2024	52%	50%	37%	*	35%	*	-	*	-	*	19%	*	36%	43%	34%	28%
	2023	52%	50%	41%	*	40%	63%	*	-	-	-	14%	*	42%	38%	37%	11%
At Masters Grade Level	2024	16%	14%	7%	*	6%	*	-	*	-	*	7%	*	6%	11%	7%	6%
	2023	13%	11%	6%	*	6%	13%	*	-	-	-	14%	*	7%	0%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	76%	71%	*	71%	83%	-	-	-	*	29%	-	72%	70%	71%	75%
	2023	74%	74%	58%	-	57%	63%	-	*	-	*	0%	-	60%	46%	53%	29%
At Meets Grade Level or Above	2024	58%	58%	49%	*	48%	67%	-	-	-	*	14%	-	50%	41%	43%	17%
	2023	54%	53%	39%	-	40%	38%	-	*	-	*	0%	-	39%	38%	34%	18%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	7%	5%	*	5%	17%	-	-	-	*	14%	-	6%	0%	4%	0%
	2023	9%	8%	1%	-	1%	0%	-	*	-	*	0%	-	1%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	69%	*	67%	100%	-	*	-	-	42%	-	72%	53%	62%	59%
	2023	79%	77%	71%	*	71%	86%	*	*	-	*	50%	*	72%	70%	70%	63%
At Meets Grade Level or Above	2024	43%	38%	30%	*	29%	40%	-	*	-	-	12%	-	33%	19%	22%	15%
	2023	43%	39%	27%	*	26%	43%	*	*	-	*	15%	*	29%	20%	27%	42%
At Masters Grade Level	2024	24%	19%	18%	*	18%	20%	-	*	-	-	4%	-	20%	13%	12%	4%
	2023	23%	19%	13%	*	12%	0%	*	*	-	*	15%	*	13%	13%	13%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	92%	*	92%	*	-	*	-	*	78%	-	92%	94%	93%	93%
	2023	88%	88%	84%	*	83%	100%	*	-	-	-	68%	*	83%	85%	82%	76%
At Meets Grade Level or Above	2024	56%	57%	36%	*	34%	*	-	*	-	*	26%	-	36%	37%	34%	32%
	2023	56%	56%	32%	*	30%	80%	*	-	-	-	5%	*	31%	35%	28%	6%
At Masters Grade Level	2024	19%	19%	4%	*	3%	*	-	*	-	*	9%	-	4%	6%	4%	7%
	2023	21%	21%	5%	*	5%	40%	*	-	-	-	0%	*	6%	3%	1%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	94%	-	93%	100%	-	*	-	-	89%	-	93%	100%	93%	70%
	2023	94%	94%	94%	-	94%	*	-	*	-	*	64%	-	94%	95%	91%	100%
At Meets Grade Level or Above	2024	69%	70%	51%	-	51%	50%	-	*	-	-	33%	-	51%	53%	44%	50%
	2023	70%	70%	61%	-	60%	*	-	*	-	*	27%	-	59%	68%	50%	29%
At Masters Grade Level	2024	37%	38%	13%	-	12%	33%	-	*	-	-	0%	-	13%	16%	9%	0%
	2023	38%	39%	28%	-	26%	*	-	*	-	*	9%	-	27%	37%	19%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	78%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	90%	81%	83%	*	82%	86%	-	*	-	-	-	-	85%	*	87%	*
At Meets Grade Level or Above	2024	59%	46%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	61%	50%	27%	*	23%	43%	-	*	-	-	-	-	28%	*	26%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	5%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	12%	6%	0%	*	0%	0%	-	*	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	68%	80%	67%	80%	-	100%	-	100%	46%	40%	68%	67%	64%	60%
	2023	76%	75%	70%	77%	70%	82%	*	94%	-	92%	54%	74%	71%	68%	67%	60%
At Meets Grade Level or Above	2024	48%	46%	36%	60%	35%	43%	-	85%	-	78%	24%	20%	36%	37%	32%	27%
	2023	49%	47%	37%	46%	36%	57%	*	78%	-	50%	27%	41%	37%	36%	33%	25%
At Masters Grade Level	2024	20%	18%	10%	20%	10%	15%	-	60%	-	0%	5%	6%	10%	10%	8%	9%
	2023	20%	18%	10%	0%	10%	16%	*	50%	-	33%	6%	15%	10%	10%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	75%	69%	83%	68%	79%	-	100%	-	*	40%	50%	69%	68%	66%	54%
	2023	77%	76%	68%	100%	68%	83%	*	100%	-	100%	45%	75%	69%	64%	65%	47%
At Meets Grade Level or Above	2024	54%	52%	42%	67%	41%	54%	-	88%	-	*	24%	25%	41%	43%	37%	28%
	2023	53%	51%	41%	60%	39%	65%	*	50%	-	60%	26%	58%	41%	38%	36%	21%
At Masters Grade Level	2024	22%	20%	11%	17%	11%	15%	-	63%	-	*	6%	6%	11%	13%	10%	10%
	2023	20%	18%	10%	0%	10%	17%	*	17%	-	20%	7%	25%	10%	9%	9%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	63%	60%	63%	70%	-	100%	-	*	50%	33%	63%	64%	60%	61%
	2023	75%	72%	72%	50%	72%	77%	*	83%	-	*	63%	82%	72%	70%	69%	68%
At Meets Grade Level or Above	2024	43%	39%	31%	40%	31%	27%	-	67%	-	*	26%	20%	31%	31%	28%	26%
	2023	45%	41%	34%	33%	34%	49%	*	83%	-	*	37%	27%	35%	32%	31%	32%
At Masters Grade Level	2024	17%	14%	10%	20%	9%	12%	-	50%	-	*	4%	7%	10%	10%	8%	10%
	2023	19%	16%	11%	0%	10%	8%	*	50%	-	*	8%	9%	11%	10%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	69%	*	68%	100%	-	*	-	*	48%	*	69%	70%	66%	75%
	2023	77%	76%	69%	*	68%	88%	*	*	-	*	56%	*	69%	69%	66%	64%
At Meets Grade Level or Above	2024	43%	42%	30%	*	28%	56%	-	*	-	*	17%	*	29%	34%	25%	25%
	2023	47%	46%	29%	*	28%	59%	*	*	-	*	10%	*	28%	36%	27%	24%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	15%	6%	*	5%	11%	-	*	-	*	4%	*	6%	5%	5%	5%
	2023	18%	18%	7%	*	6%	29%	*	*	-	*	2%	*	7%	8%	4%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	77%	*	76%	100%	-	*	-	*	58%	-	77%	75%	72%	50%
	2023	78%	78%	76%	-	74%	90%	-	*	-	*	50%	-	76%	74%	70%	70%
At Meets Grade Level or Above	2024	51%	52%	41%	*	40%	38%	-	*	-	*	27%	-	41%	41%	34%	38%
	2023	52%	51%	44%	-	42%	50%	-	*	-	*	25%	-	43%	48%	36%	21%
At Masters Grade Level	2024	27%	28%	13%	*	12%	25%	-	*	-	*	4%	-	14%	9%	9%	6%
	2023	27%	27%	18%	-	17%	20%	-	*	-	*	7%	-	17%	24%	13%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	15%	*	15%	14%	-	-	-	-	7%	*	17%	5%	15%	33%
	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
Reading and Mathematics Including EOC	2024	35%	33%	15%	*	15%	14%	-	-	-	-	7%	*	17%	5%	15%	33%
	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
Reading Including EOC	2024	48%	46%	29%	*	29%	14%	-	-	-	-	14%	*	30%	24%	27%	33%
	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*
Math Including EOC	2024	42%	39%	24%	*	25%	14%	-	-	-	-	14%	*	28%	5%	24%	50%
	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*
4th Graders																	
Reading and Mathematics	2024	38%	34%	21%	-	21%	*	-	*	-	*	40%	17%	22%	17%	20%	20%
	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
Reading and Mathematics Including EOC	2024	38%	34%	21%	-	21%	*	-	*	-	*	40%	17%	22%	17%	20%	20%
	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
Reading Including EOC	2024	51%	48%	38%	-	37%	*	-	*	-	*	45%	17%	38%	37%	32%	20%
	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%
Math Including EOC	2024	46%	41%	26%	-	25%	*	-	*	-	*	50%	33%	27%	20%	24%	20%
	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%
5th Graders																	
Reading and Mathematics	2024	42%	39%	23%	*	23%	*	-	*	-	-	7%	*	23%	23%	20%	10%
	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	39%	23%	*	23%	*	-	*	-	-	7%	*	23%	23%	20%	10%
	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*
Reading Including EOC	2024	55%	53%	38%	*	38%	*	-	*	-	-	14%	*	39%	33%	34%	30%
	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
Math Including EOC	2024	51%	47%	34%	*	35%	*	-	*	-	-	21%	*	35%	30%	32%	10%
	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
6th Graders																	
Reading and Mathematics	2024	36%	33%	27%	*	26%	50%	-	*	-	-	18%	*	22%	41%	25%	25%
	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
Reading and Mathematics Including EOC	2024	36%	34%	27%	*	26%	50%	-	*	-	-	18%	*	22%	41%	25%	25%
	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
Reading Including EOC	2024	57%	55%	48%	*	47%	67%	-	*	-	-	29%	*	44%	57%	42%	25%
	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
Math Including EOC	2024	40%	37%	29%	*	28%	50%	-	*	-	-	18%	*	24%	46%	28%	38%
	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
7th Graders																	
Reading and Mathematics	2024	35%	31%	32%	-	33%	14%	-	*	-	-	36%	-	30%	43%	30%	38%
	2023	37%	34%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
Reading and Mathematics Including EOC	2024	36%	32%	32%	-	33%	14%	-	*	-	-	36%	-	30%	43%	30%	38%
	2023	38%	35%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
Reading Including EOC	2024	54%	52%	51%	-	52%	29%	-	*	-	-	36%	-	49%	65%	46%	50%
	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
Math Including EOC	2024	40%	36%	39%	-	40%	14%	-	*	-	-	43%	-	37%	48%	37%	50%
	2023	43%	40%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
8th Graders																	
Reading and Mathematics	2024	28%	25%	15%	-	13%	*	-	-	-	*	19%	-	13%	30%	15%	0%
	2023	31%	27%	11%	-	9%	*	-	-	-	-	6%	-	11%	11%	9%	0%
Reading and Mathematics Including EOC	2024	41%	37%	40%	*	38%	*	-	*	-	*	18%	-	40%	46%	32%	17%
	2023	44%	39%	32%	-	28%	63%	-	*	-	*	6%	-	32%	30%	30%	19%
Reading Including EOC	2024	57%	54%	43%	*	40%	*	-	*	-	*	18%	-	43%	46%	34%	17%
	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	44%	61%	*	59%	*	-	*	-	*	35%	-	60%	64%	52%	50%
	2023	51%	46%	53%	-	51%	63%	-	*	-	*	29%	-	53%	52%	51%	46%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	33%	23%	*	23%	25%	-	60%	-	*	22%	13%	22%	27%	21%	21%
	2023	37%	34%	26%	*	26%	48%	-	*	-	*	29%	30%	27%	22%	22%	16%
Reading and Mathematics Including EOC	2024	38%	35%	26%	*	26%	28%	-	67%	-	*	22%	13%	25%	28%	23%	23%
	2023	39%	36%	29%	*	28%	50%	-	60%	-	*	29%	30%	30%	24%	25%	23%
Reading Including EOC	2024	54%	51%	41%	*	41%	45%	-	83%	-	*	27%	27%	40%	44%	36%	30%
	2023	53%	51%	41%	*	39%	73%	-	60%	-	*	31%	60%	41%	39%	36%	25%
Math Including EOC	2024	45%	41%	35%	*	35%	28%	-	67%	-	*	31%	20%	35%	34%	32%	35%
	2023	47%	43%	39%	*	39%	53%	-	80%	-	*	41%	30%	40%	37%	36%	38%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	65%	54%	-	55%	*	-	-	-	*	67%	33%	52%	62%	50%	20%
	2023	55%	54%	45%	*	44%	*	-	-	-	-	29%	*	46%	42%	43%	25%
Grade 4 Mathematics	2024	60%	55%	40%	-	40%	*	-	-	-	*	53%	67%	40%	38%	39%	30%
	2023	63%	60%	57%	*	57%	*	-	-	-	-	58%	*	56%	58%	57%	17%
Grade 5 ELA/Reading	2024	70%	69%	64%	*	64%	*	-	*	-	-	50%	*	65%	59%	60%	67%
	2023	65%	65%	65%	-	65%	*	-	-	-	-	44%	*	62%	79%	65%	*
Grade 5 Mathematics	2024	65%	65%	55%	*	55%	*	-	*	-	-	62%	*	56%	50%	52%	50%
	2023	71%	72%	75%	-	75%	*	-	-	-	-	63%	*	74%	82%	75%	*
Grade 6 ELA/Reading	2024	61%	59%	59%	*	59%	60%	-	*	-	-	50%	*	55%	74%	57%	43%
	2023	51%	48%	48%	*	47%	83%	-	-	-	*	53%	*	49%	47%	45%	13%
Grade 6 Mathematics	2024	48%	45%	41%	*	40%	50%	-	*	-	-	40%	*	37%	52%	40%	50%
	2023	54%	52%	40%	*	41%	33%	-	-	-	*	63%	*	43%	24%	44%	44%
Grade 7 ELA/Reading	2024	66%	65%	67%	-	69%	50%	-	*	-	-	67%	-	67%	71%	64%	50%
	2023	71%	68%	55%	*	56%	58%	-	*	-	-	53%	-	56%	50%	54%	70%
Grade 7 Mathematics	2024	49%	48%	65%	-	64%	64%	-	*	-	-	71%	-	63%	76%	61%	75%
	2023	56%	57%	76%	*	75%	75%	-	*	-	-	72%	-	76%	75%	73%	70%
Grade 8 ELA/Reading	2024	69%	68%	68%	*	66%	*	-	*	-	*	57%	-	66%	79%	62%	17%
	2023	63%	60%	59%	-	57%	75%	-	*	-	*	29%	-	61%	47%	55%	42%
Grade 8 Mathematics	2024	66%	61%	82%	-	82%	*	-	-	-	*	77%	-	79%	100%	81%	70%
	2023	74%	71%	91%	-	91%	*	-	-	-	-	85%	-	91%	92%	90%	100%
End of Course English I	2024	64%	64%	64%	*	63%	*	-	*	-	*	56%	-	66%	57%	63%	62%
	2023	57%	54%	53%	*	52%	*	-	-	-	-	34%	*	53%	53%	55%	75%
End of Course English II	2024	69%	71%	68%	*	68%	*	-	-	-	*	41%	-	68%	68%	67%	67%
	2023	74%	74%	69%	-	70%	71%	-	-	-	*	42%	-	69%	70%	66%	58%
End of Course Algebra I	2024	72%	71%	51%	*	50%	*	-	*	-	-	38%	-	53%	40%	43%	30%
	2023	76%	76%	56%	*	55%	67%	-	*	-	*	63%	*	58%	47%	58%	63%
All Grades Both Subjects	2024	64%	62%	59%	67%	58%	58%	-	92%	-	67%	55%	48%	58%	61%	56%	50%
	2023	64%	62%	60%	50%	59%	68%	-	83%	-	71%	54%	50%	60%	59%	59%	55%
All Grades ELA/Reading	2024	67%	66%	63%	90%	63%	59%	-	86%	-	*	55%	46%	63%	66%	60%	52%
	2023	63%	61%	56%	40%	56%	71%	-	*	-	*	41%	56%	56%	56%	55%	46%
All Grades Mathematics	2024	60%	58%	53%	*	52%	56%	-	100%	-	*	55%	50%	52%	54%	50%	46%
	2023	66%	65%	64%	60%	64%	63%	-	*	-	*	68%	44%	64%	62%	64%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	34%	-	34%	-	-	-	-	-	*	*	32%	43%	35%	*
	2023	33%	33%	26%	*	22%	*	-	-	-	-	20%	-	24%	40%	24%	*
Grade 4 Mathematics	2024	26%	23%	26%	-	24%	*	-	-	-	-	20%	*	24%	40%	23%	*
	2023	27%	24%	17%	*	18%	*	-	-	-	-	22%	-	18%	13%	20%	*

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	35%	24%	-	24%	-	-	-	-	-	0%	*	26%	18%	20%	*
	2023	37%	37%	34%	-	35%	*	-	-	-	-	0%	*	34%	33%	36%	-
Grade 5 Mathematics	2024	41%	40%	34%	*	34%	*	-	*	-	-	29%	*	32%	38%	33%	20%
	2023	48%	50%	54%	-	55%	*	-	-	-	-	67%	*	51%	70%	53%	-
Grade 6 ELA/Reading	2024	24%	23%	23%	*	24%	*	-	-	-	-	18%	-	26%	11%	27%	*
	2023	26%	25%	30%	-	29%	*	-	-	-	-	*	*	32%	*	25%	*
Grade 6 Mathematics	2024	27%	26%	21%	-	21%	*	-	-	-	-	0%	-	22%	14%	23%	*
	2023	35%	36%	27%	-	26%	*	-	-	-	*	20%	*	31%	0%	27%	*
Grade 7 ELA/Reading	2024	23%	23%	25%	-	26%	*	-	-	-	-	20%	-	23%	*	24%	*
	2023	39%	37%	35%	-	36%	*	-	-	-	-	30%	-	41%	11%	36%	*
Grade 7 Mathematics	2024	14%	13%	36%	-	36%	*	-	*	-	-	*	-	31%	80%	40%	*
	2023	22%	23%	40%	-	41%	*	-	-	-	-	33%	-	34%	64%	40%	*
Grade 8 ELA/Reading	2024	34%	34%	29%	-	29%	-	-	-	-	-	25%	-	30%	*	23%	*
	2023	39%	36%	38%	-	37%	*	-	-	-	-	10%	-	37%	*	35%	20%
Grade 8 Mathematics	2024	44%	39%	61%	-	60%	*	-	-	-	-	29%	-	59%	*	58%	*
	2023	49%	46%	84%	-	83%	*	-	-	-	-	71%	-	83%	89%	82%	87%
End of Course English I	2024	20%	20%	22%	-	22%	-	-	-	-	-	9%	-	17%	43%	21%	23%
	2023	26%	26%	31%	-	31%	-	-	-	-	-	13%	*	32%	*	30%	*
End of Course English II	2024	29%	33%	31%	-	31%	-	-	-	-	-	25%	-	30%	33%	35%	*
	2023	41%	42%	30%	-	30%	*	-	-	-	-	0%	-	36%	0%	29%	0%
End of Course Algebra I	2024	55%	56%	15%	-	15%	-	-	-	-	-	*	-	13%	20%	0%	*
	2023	58%	58%	30%	-	30%	-	-	-	-	-	33%	-	32%	*	32%	*
All Grades Both Subjects	2024	32%	32%	30%	*	30%	27%	-	*	-	-	16%	11%	29%	34%	29%	15%
	2023	38%	37%	39%	*	38%	47%	-	-	-	*	28%	0%	39%	37%	38%	37%
All Grades ELA/Reading	2024	30%	30%	27%	*	27%	*	-	-	-	-	14%	20%	26%	28%	26%	17%
	2023	35%	34%	32%	*	32%	40%	-	-	-	-	13%	*	34%	23%	31%	23%
All Grades Mathematics	2024	35%	34%	34%	*	34%	33%	-	*	-	-	18%	*	33%	41%	33%	12%
	2023	40%	40%	45%	*	45%	56%	-	-	-	*	44%	*	44%	50%	45%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	73%	68%	57%	57%	-	-	-	-	58%	35%	63%	-	65%	68%	59%	100%
	2023	76%	75%	70%	62%	62%	-	-	-	-	55%	58%	46%	-	66%	71%	58%	93%
At Meets Grade Level or Above	2024	48%	46%	36%	25%	25%	-	-	-	-	22%	25%	21%	-	37%	36%	26%	88%
	2023	49%	47%	37%	38%	38%	-	-	-	-	17%	21%	10%	-	26%	37%	23%	75%
At Masters Grade Level	2024	20%	18%	10%	9%	9%	-	-	-	-	4%	15%	1%	-	15%	10%	8%	23%
	2023	20%	18%	10%	14%	14%	-	-	-	-	3%	3%	2%	-	8%	10%	6%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	75%	69%	57%	57%	-	-	-	-	45%	40%	45%	-	63%	69%	53%	100%
	2023	77%	76%	68%	67%	67%	-	-	-	-	37%	52%	21%	-	53%	70%	46%	95%
At Meets Grade Level or Above	2024	54%	52%	42%	30%	30%	-	-	-	-	16%	20%	15%	-	42%	42%	27%	94%
	2023	53%	51%	41%	33%	33%	-	-	-	-	14%	15%	13%	-	27%	41%	20%	91%
At Masters Grade Level	2024	22%	20%	11%	13%	13%	-	-	-	-	3%	20%	0%	-	17%	11%	9%	19%
	2023	20%	18%	10%	11%	11%	-	-	-	-	2%	4%	0%	-	7%	10%	5%	27%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	70%	63%	61%	61%	-	-	-	-	56%	40%	60%	-	65%	63%	61%	*
	2023	75%	72%	72%	56%	56%	-	-	-	-	71%	73%	60%	-	77%	72%	68%	83%
At Meets Grade Level or Above	2024	43%	39%	31%	26%	26%	-	-	-	-	20%	40%	15%	-	35%	31%	26%	*
	2023	45%	41%	34%	39%	39%	-	-	-	-	26%	31%	0%	-	31%	34%	31%	44%
At Masters Grade Level	2024	17%	14%	10%	9%	9%	-	-	-	-	8%	20%	5%	-	15%	10%	10%	*
	2023	19%	16%	11%	17%	17%	-	-	-	-	3%	4%	0%	-	8%	11%	8%	6%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	69%	43%	43%	-	-	-	-	84%	40%	95%	-	70%	68%	74%	*
	2023	77%	76%	69%	*	*	-	-	-	-	63%	55%	88%	-	58%	69%	63%	94%
At Meets Grade Level or Above	2024	43%	42%	30%	0%	0%	-	-	-	-	24%	20%	25%	-	30%	30%	21%	*
	2023	47%	46%	29%	*	*	-	-	-	-	20%	27%	0%	-	17%	28%	21%	75%
At Masters Grade Level	2024	16%	15%	6%	0%	0%	-	-	-	-	0%	0%	0%	-	10%	6%	2%	*
	2023	18%	18%	7%	*	*	-	-	-	-	0%	0%	0%	-	0%	6%	0%	38%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	77%	-	-	-	-	-	-	50%	20%	64%	-	-	78%	50%	100%
	2023	78%	78%	76%	-	-	-	-	-	-	60%	50%	*	-	80%	75%	67%	100%
At Meets Grade Level or Above	2024	51%	52%	41%	-	-	-	-	-	-	38%	20%	45%	-	-	40%	38%	100%
	2023	52%	51%	44%	-	-	-	-	-	-	10%	6%	*	-	30%	44%	17%	88%
At Masters Grade Level	2024	27%	28%	13%	-	-	-	-	-	-	6%	20%	0%	-	-	13%	6%	40%
	2023	27%	27%	18%	-	-	-	-	-	-	10%	6%	*	-	20%	16%	13%	53%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	62%	59%	44%	44%	-	-	-	-	42%	45%	42%	-	61%	59%	49%	76%
	2023	64%	62%	60%	27%	27%	-	-	-	-	66%	68%	57%	-	57%	60%	55%	74%
All Grades ELA/Reading	2024	67%	66%	63%	47%	47%	-	-	-	-	46%	20%	52%	-	61%	64%	52%	78%
	2023	63%	61%	56%	19%	19%	-	-	-	-	55%	54%	58%	-	41%	57%	45%	75%
All Grades Mathematics	2024	60%	58%	53%	41%	41%	-	-	-	-	38%	70%	27%	-	61%	53%	46%	*
	2023	66%	65%	64%	35%	35%	-	-	-	-	81%	83%	*	-	73%	63%	68%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	32%	30%	6%	6%	-	-	-	-	7%	*	9%	-	33%	32%	15%	-
	2023	38%	37%	39%	0%	0%	-	-	-	-	45%	55%	0%	-	50%	39%	37%	*
All Grades ELA/Reading	2024	30%	30%	27%	13%	13%	-	-	-	-	8%	*	10%	-	33%	28%	17%	-
	2023	35%	34%	32%	*	*	-	-	-	-	29%	40%	0%	-	*	33%	23%	-
All Grades Mathematics	2024	35%	34%	34%	0%	0%	-	-	-	-	*	*	*	-	33%	36%	12%	-
	2023	40%	40%	45%	0%	0%	-	-	-	-	65%	69%	*	-	60%	44%	50%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	100%	97%	100%	-	100%	-	100%	95%	88%	98%	95%	97%	96%
Included in Accountability	92%	93%	93%	100%	94%	94%	-	100%	-	100%	93%	73%	97%	79%	93%	88%
Not Included in Accountability: Mobile	4%	5%	3%	0%	3%	6%	-	0%	-	0%	1%	15%	0%	15%	4%	1%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	1%	0%	1%	7%
Not Tested	1%	1%	3%	0%	3%	0%	-	0%	-	0%	5%	13%	2%	5%	3%	4%
Absent	1%	1%	2%	0%	2%	0%	-	0%	-	0%	3%	10%	1%	3%	2%	3%
Other	0%	0%	1%	0%	1%	0%	-	0%	-	0%	2%	2%	0%	2%	1%	1%
Reading																
Assessment Participant	99%	99%	97%	100%	97%	100%	-	100%	-	*	94%	90%	98%	95%	97%	96%
Included in Accountability	91%	92%	92%	100%	93%	91%	-	100%	-	*	92%	76%	96%	79%	92%	81%
Not Included in Accountability: Mobile	4%	5%	3%	0%	2%	9%	-	0%	-	*	1%	14%	0%	15%	3%	1%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	1%	0%	-	0%	-	*	1%	0%	1%	1%	1%	15%
Not Tested	1%	1%	3%	0%	3%	0%	-	0%	-	*	6%	10%	2%	5%	3%	4%
Absent	1%	1%	2%	0%	2%	0%	-	0%	-	*	3%	5%	1%	3%	2%	2%
Other	0%	0%	1%	0%	1%	0%	-	0%	-	*	3%	5%	1%	2%	1%	2%
Mathematics																
Assessment Participant	99%	99%	98%	100%	99%	100%	-	100%	-	*	98%	89%	99%	96%	98%	99%
Included in Accountability	93%	93%	95%	100%	96%	97%	-	100%	-	*	96%	79%	99%	81%	94%	96%
Not Included in Accountability: Mobile	5%	5%	4%	0%	3%	3%	-	0%	-	*	1%	11%	0%	15%	4%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	*	1%	0%	0%	0%	0%	1%
Not Tested	1%	1%	2%	0%	1%	0%	-	0%	-	*	2%	11%	1%	4%	2%	1%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	*	2%	11%	1%	3%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	1%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	99%	97%	*	97%	100%	-	*	-	*	95%	75%	98%	93%	97%	96%
Included in Accountability	93%	93%	93%	*	94%	100%	-	*	-	*	92%	50%	98%	77%	93%	96%
Not Included in Accountability: Mobile	4%	5%	4%	*	3%	0%	-	*	-	*	2%	25%	0%	17%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	*	2%	0%	0%	0%	0%	0%
Not Tested	1%	1%	3%	*	3%	0%	-	*	-	*	5%	25%	2%	7%	3%	4%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	3%	*	3%	0%	-	*	-	*	5%	25%	2%	6%	3%	4%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	99%	97%	*	97%	100%	-	*	-	*	93%	-	98%	91%	96%	89%
Included in Accountability	94%	94%	94%	*	94%	89%	-	*	-	*	90%	-	98%	74%	92%	84%
Not Included in Accountability: Mobile	4%	4%	3%	*	3%	11%	-	*	-	*	3%	-	0%	16%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	3%	*	3%	0%	-	*	-	*	7%	-	2%	9%	4%	11%
Absent	1%	1%	2%	*	2%	0%	-	*	-	*	3%	-	2%	2%	2%	11%
Other	0%	0%	1%	*	1%	0%	-	*	-	*	3%	-	0%	7%	1%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	97%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	94%	100%	94%	94%	*	82%	-	86%	91%	90%	97%	80%	95%	85%
Not Included in Accountability: Mobile	4%	5%	4%	0%	4%	5%	*	0%	-	14%	4%	7%	1%	17%	3%	5%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	1%	*	18%	-	0%	2%	3%	1%	2%	1%	10%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	92%	92%	93%	100%	94%	94%	*	75%	-	83%	91%	86%	98%	78%	95%	78%
Not Included in Accountability: Mobile	4%	5%	5%	0%	4%	4%	*	0%	-	17%	4%	7%	1%	19%	3%	6%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	1%	2%	*	25%	-	0%	3%	7%	1%	3%	1%	15%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	97%	100%	99%	97%	98%	100%
Included in Accountability	94%	93%	94%	100%	94%	95%	*	86%	-	80%	90%	92%	97%	81%	94%	83%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	4%	0%	4%	5%	*	0%	-	20%	4%	8%	1%	15%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	14%	-	0%	2%	0%	1%	1%	1%	9%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	3%	2%	0%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	*	99%	100%	*	*	-	*	96%	*	99%	97%	98%	100%
Included in Accountability	93%	93%	94%	*	94%	94%	*	*	-	*	89%	*	97%	80%	95%	90%
Not Included in Accountability: Mobile	4%	5%	4%	*	4%	6%	*	*	-	*	6%	*	1%	16%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	*	*	-	*	2%	*	1%	1%	1%	8%
Not Tested	1%	2%	1%	*	1%	0%	*	*	-	*	4%	*	1%	3%	2%	0%
Absent	1%	2%	1%	*	1%	0%	*	*	-	*	4%	*	1%	3%	2%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	-	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	96%	-	98%	91%	-	*	-	*	100%	-	98%	86%	98%	100%
Not Included in Accountability: Mobile	4%	4%	4%	-	2%	9%	-	*	-	*	0%	-	2%	14%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	98%	*	98%	100%	-	*	-	-	-	-	98%	*	96%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	92.3%	89.5%	93.2%	89.3%	91.4%	-	98.4%	-	*	88.5%	88.6%	90.8%
2021-22	92.2%	90.9%	89.0%	82.0%	88.9%	91.1%	-	*	-	92.4%	86.5%	88.2%	89.5%
Chronic Absenteeism													
2022-23	20.3%	24.9%	35.6%	30.0%	36.1%	30.0%	-	0.0%	-	50.0%	38.1%	39.2%	33.3%
2021-22	25.7%	30.9%	38.5%	44.4%	38.9%	31.0%	-	0.0%	-	36.4%	46.6%	41.9%	36.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.8%	1.1%	*	1.1%	0.0%	-	*	-	*	2.4%	1.4%	0.0%
2021-22	0.7%	0.7%	1.0%	*	1.0%	0.0%	-	*	-	*	2.5%	0.9%	2.9%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.7%	2.9%	*	3.1%	0.0%	-	*	-	*	3.6%	4.0%	2.6%
2021-22	2.2%	2.8%	3.5%	*	3.6%	0.0%	-	*	-	*	10.2%	4.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	88.7%	89.4%	*	88.1%	100.0%	-	*	-	-	81.8%	85.6%	80.0%
Received TxCHSE	0.3%	0.3%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.1%	3.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.9%	10.6%	*	11.9%	0.0%	-	*	-	-	18.2%	14.4%	20.0%
Graduates and TxCHSE	90.6%	89.0%	89.4%	*	88.1%	100.0%	-	*	-	-	81.8%	85.6%	80.0%
Graduates, TxCHSE, and Continuers	93.7%	92.1%	89.4%	*	88.1%	100.0%	-	*	-	-	81.8%	85.6%	80.0%
Class of 2022													
Graduated	89.7%	87.8%	91.4%	-	91.4%	90.0%	-	-	-	-	81.8%	89.3%	83.3%
Received TxCHSE	0.3%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	3.5%	1.2%	-	1.3%	0.0%	-	-	-	-	0.0%	0.8%	16.7%
Dropped Out	6.4%	8.4%	7.4%	-	7.2%	10.0%	-	-	-	-	18.2%	9.8%	0.0%
Graduates and TxCHSE	90.0%	88.1%	91.4%	-	91.4%	90.0%	-	-	-	-	81.8%	89.3%	83.3%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	92.6%	-	92.8%	90.0%	-	-	-	-	81.8%	90.2%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	89.8%	93.2%	-	93.4%	90.0%	-	-	-	-	90.0%	90.9%	100.0%
Received TxCHSE	0.4%	0.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	1.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.8%	8.7%	6.8%	-	6.6%	10.0%	-	-	-	-	10.0%	9.1%	0.0%
Graduates and TxCHSE	92.2%	90.3%	93.2%	-	93.4%	90.0%	-	-	-	-	90.0%	90.9%	100.0%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	91.3%	93.2%	-	93.4%	90.0%	-	-	-	-	90.0%	90.9%	100.0%
Class of 2021													
Graduated	92.2%	90.2%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Received TxCHSE	0.4%	0.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.0%	0.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	8.4%	4.7%	-	4.4%	9.1%	-	-	-	-	7.7%	5.7%	*
Graduates and TxCHSE	92.7%	90.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Graduates, TxCHSE, and Continuers	93.7%	91.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	90.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Received TxCHSE	0.5%	0.6%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	8.4%	4.7%	-	4.4%	9.1%	-	-	-	-	7.7%	5.7%	*
Graduates and TxCHSE	93.2%	91.2%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Graduates, TxCHSE, and Continuers	93.7%	91.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Class of 2020													
Graduated	92.7%	91.0%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Received TxCHSE	0.5%	0.6%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.9%	6.2%	-	6.6%	0.0%	-	*	-	-	10.0%	8.4%	0.0%
Graduates and TxCHSE	93.2%	91.6%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	88.7%	86.9%	*	85.4%	100.0%	-	*	-	-	81.8%	83.2%	80.0%
Class of 2022	89.7%	87.8%	88.2%	-	88.1%	90.0%	-	-	-	-	69.2%	85.9%	71.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	63.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.8%	0.7%	*	0.8%	0.0%	-	*	-	-	11.1%	1.0%	*
Class of 2022	3.7%	2.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	84.4%	97.9%	*	97.6%	100.0%	-	*	-	-	88.9%	97.0%	*
Class of 2022	84.3%	83.6%	95.9%	-	96.4%	88.9%	-	-	-	-	100.0%	96.3%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.2%	98.6%	*	98.4%	100.0%	-	*	-	-	100.0%	98.0%	*
Class of 2022	88.0%	86.3%	95.9%	-	96.4%	88.9%	-	-	-	-	100.0%	96.3%	80.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.0%	0.7%	*	0.8%	0.0%	-	*	-	-	10.0%	1.0%	0.0%
2021-22	3.9%	2.7%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	82.4%	97.2%	*	96.9%	100.0%	-	*	-	-	80.0%	96.1%	100.0%
2021-22	82.3%	81.5%	93.6%	*	93.9%	87.5%	-	-	-	-	69.2%	92.3%	83.3%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.5%	97.9%	*	97.6%	100.0%	-	*	-	-	90.0%	97.1%	100.0%
2021-22	86.0%	84.2%	93.6%	*	93.9%	87.5%	-	-	-	-	69.2%	92.3%	83.3%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	143	100.0%	377,367	100.0%
By Ethnicity:				
African American	1	0.7%	46,822	12.4%
Hispanic	127	88.8%	197,333	52.3%
White	13	9.1%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	2	1.4%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	0	0.0%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	3	2.1%	49,278	13.1%
Foundation H.S. Program (Endorsement)	1	0.7%	16,475	4.4%
Foundation H.S. Program (DLA)	139	97.2%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	10	7.0%	34,589	9.2%
Economically Disadvantaged Graduates	103	72.0%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	4.2%	50,229	13.3%
At-Risk Graduates	70	49.0%	168,430	44.6%
CTE Completers	85	59.4%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	67.1%	78.3%	*	76.4%	100.0%	-	*	-	-	90.0%	73.8%	66.7%
2021-22	70.0%	62.8%	60.9%	*	61.2%	50.0%	-	-	-	-	69.2%	55.6%	66.7%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	61.9%	54.9%	55.2%	*	52.8%	76.9%	-	*	-	-	90.0%	49.5%	33.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	54.4%	51.0%	*	47.2%	84.6%	-	*	-	-	0.0%	48.5%	33.3%
2021-22	57.1%	53.2%	46.8%	*	46.3%	62.5%	-	-	-	-	0.0%	41.0%	66.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	46.5%	37.1%	*	33.9%	69.2%	-	*	-	-	0.0%	32.0%	16.7%
2021-22	48.2%	42.8%	46.2%	*	46.3%	50.0%	-	-	-	-	7.7%	43.6%	33.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	38.8%	31.5%	*	28.3%	61.5%	-	*	-	-	0.0%	27.2%	0.0%
2021-22	42.2%	36.9%	34.6%	*	34.0%	50.0%	-	-	-	-	0.0%	29.9%	16.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	19.5%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2021-22	20.5%	19.2%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.0%	8.4%	*	5.5%	30.8%	-	*	-	-	0.0%	3.9%	0.0%
2021-22	2.4%	1.8%	10.9%	*	10.9%	12.5%	-	-	-	-	0.0%	5.1%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	22.6%	36.4%	*	32.3%	69.2%	-	*	-	-	0.0%	27.2%	16.7%
2021-22	24.0%	24.0%	36.5%	*	36.7%	25.0%	-	-	-	-	7.7%	29.1%	50.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	9.6%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2021-22	4.4%	9.6%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	6.3%	*	7.1%	0.0%	-	*	-	-	90.0%	7.8%	16.7%
2021-22	5.0%	5.3%	5.8%	*	6.1%	0.0%	-	-	-	-	69.2%	7.7%	0.0%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	28.7%	59.4%	*	57.5%	84.6%	-	*	-	-	70.0%	57.3%	66.7%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.7%	56.6%	*	55.1%	84.6%	-	*	-	-	60.0%	55.3%	66.7%
2021-22	28.0%	20.8%	24.4%	*	23.8%	37.5%	-	-	-	-	7.7%	23.1%	16.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.6%	11.2%	*	11.8%	0.0%	-	*	-	-	0.0%	8.7%	0.0%
2021-22	0.7%	0.6%	7.1%	*	7.5%	0.0%	-	-	-	-	7.7%	6.0%	33.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.1%	2.1%	*	2.4%	0.0%	-	*	-	-	30.0%	2.9%	0.0%
2021-22	2.5%	2.3%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	18.5%	28.7%	*	25.2%	53.8%	-	*	-	-	0.0%	21.4%	16.7%
	2021-22	22.8%	21.3%	29.5%	*	29.3%	37.5%	-	-	-	-	0.0%	22.2%	16.7%
Mathematics	2022-23	19.9%	17.5%	20.3%	*	18.1%	38.5%	-	*	-	-	0.0%	13.6%	0.0%
	2021-22	18.7%	17.6%	17.3%	*	18.4%	0.0%	-	-	-	-	0.0%	15.4%	0.0%
Both Subjects	2022-23	12.5%	10.5%	16.1%	*	14.2%	30.8%	-	*	-	-	0.0%	9.7%	0.0%
	2021-22	12.6%	12.1%	14.1%	*	15.0%	0.0%	-	-	-	-	0.0%	11.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	8.5%	24.5%	*	25.2%	23.1%	-	*	-	-	0.0%	29.1%	16.7%
	2021-22	11.7%	6.4%	19.2%	*	18.4%	37.5%	-	-	-	-	0.0%	19.7%	50.0%
Mathematics	2022-23	20.2%	15.7%	18.9%	*	18.9%	23.1%	-	*	-	-	0.0%	20.4%	16.7%
	2021-22	14.0%	11.2%	30.1%	*	29.3%	50.0%	-	-	-	-	7.7%	29.9%	33.3%
Both Subjects	2022-23	12.5%	5.8%	9.1%	*	9.4%	7.7%	-	*	-	-	0.0%	12.6%	0.0%
	2021-22	7.5%	3.8%	12.2%	*	11.6%	25.0%	-	-	-	-	0.0%	12.8%	16.7%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.8%	2.3%	*	1.7%	6.3%	-	*	-	*	0.0%	1.7%	0.0%
	2022	23.0%	22.4%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
English Language Arts	2023	13.8%	13.9%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2022	13.2%	13.8%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	5.5%	2.3%	*	1.7%	6.3%	-	*	-	*	0.0%	1.7%	0.0%
	2022	6.9%	5.5%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Science	2023	10.3%	8.5%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2022	9.6%	7.9%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	12.4%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2022	12.5%	12.9%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	53.3%	0.0%	-	*	*	-	*	-	-	-	*	-
	2022	53.3%	52.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	53.2%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	47.2%	0.0%	-	*	*	-	*	-	-	-	*	-
	2022	50.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	46.1%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	49.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	41.4%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	38.3%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	83.7%	82.5%	*	81.1%	92.3%	-	*	-	-	60.0%	77.5%	83.3%
	2021-22	71.5%	77.3%	69.9%	*	70.1%	75.0%	-	-	-	-	38.5%	65.5%	80.0%
At/Above Criterion for All Examinees	2022-23	28.9%	25.1%	10.2%	*	7.8%	25.0%	-	*	-	-	0.0%	6.3%	0.0%
	2021-22	32.1%	28.5%	12.8%	-	12.6%	16.7%	-	-	-	-	0.0%	9.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	952	859	*	839	993	-	*	-	-	702	836	828
	2021-22	1001	978	874	-	869	973	-	-	-	-	664	854	775
English Language Arts and Writing	2022-23	497	486	430	*	420	498	-	*	-	-	357	420	426
	2021-22	506	497	438	-	434	512	-	-	-	-	326	426	385
Mathematics	2022-23	482	466	429	*	419	496	-	*	-	-	345	416	402
	2021-22	496	481	436	-	435	462	-	-	-	-	338	427	390
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	17.6	*	-	*	*	-	-	-	-	-	*	-
	2021-22	19.5	19.4	19.0	-	19.0	19.0	-	-	-	-	-	19.5	-
English Language Arts	2022-23	18.8	17.2	*	-	*	*	-	-	-	-	-	*	-
	2021-22	19.2	19.2	18.3	-	17.8	22.0	-	-	-	-	-	18.1	-
Mathematics	2022-23	18.9	17.5	*	-	*	*	-	-	-	-	-	*	-
	2021-22	19.3	19.1	19.0	-	19.4	16.0	-	-	-	-	-	20.2	-
Science	2022-23	19.5	18.0	*	-	*	*	-	-	-	-	-	*	-
	2021-22	19.8	19.7	19.9	-	20.4	16.0	-	-	-	-	-	21.2	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	43.8%	30.3%	*	28.8%	50.0%	-	*	-	*	18.9%	23.6%	30.3%
	2021-22	44.2%	42.6%	52.5%	*	50.7%	75.0%	-	*	-	*	39.5%	49.7%	48.5%
English Language Arts	2022-23	17.4%	15.8%	14.4%	*	13.0%	38.5%	-	*	-	*	2.1%	9.0%	9.1%
	2021-22	16.6%	15.0%	28.7%	*	27.1%	46.4%	-	*	-	*	13.5%	25.3%	39.4%
Mathematics	2022-23	19.5%	17.3%	11.8%	*	10.8%	22.7%	-	*	-	*	2.2%	8.3%	6.7%
	2021-22	19.9%	18.8%	11.6%	*	10.2%	29.6%	-	*	-	*	0.0%	9.4%	3.2%
Science	2022-23	21.5%	21.1%	13.2%	*	12.6%	21.1%	-	*	-	*	20.0%	10.2%	14.3%
	2021-22	21.1%	20.2%	25.6%	*	24.2%	46.4%	-	*	-	*	26.3%	23.0%	9.1%
Social Studies	2022-23	24.0%	23.2%	9.1%	*	8.3%	24.0%	-	*	-	*	2.1%	6.7%	6.3%
	2021-22	22.8%	22.4%	9.0%	*	8.0%	22.2%	-	*	-	*	0.0%	5.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,895	100.0%	5,517,464	100.0%	1,915	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	0	0.0%	18,968	0.3%	20	1.0%	26,847	0.5%
Pre-Kindergarten	72	3.8%	247,979	4.5%	72	3.8%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	72	3.8%	205,531	3.7%	72	3.8%	205,907	3.7%
Kindergarten	112	5.9%	361,329	6.5%	112	5.8%	361,799	6.5%
Grade 1	123	6.5%	385,096	7.0%	123	6.4%	385,471	7.0%
Grade 2	140	7.4%	402,233	7.3%	140	7.3%	402,576	7.3%
Grade 3	134	7.1%	399,869	7.2%	134	7.0%	400,181	7.2%
Grade 4	165	8.7%	399,137	7.2%	165	8.6%	399,422	7.2%
Grade 5	158	8.3%	399,200	7.2%	158	8.3%	399,419	7.2%
Grade 6	157	8.3%	400,347	7.3%	157	8.2%	400,511	7.2%
Grade 7	140	7.4%	405,118	7.3%	140	7.3%	405,298	7.3%
Grade 8	120	6.3%	414,033	7.5%	120	6.3%	414,195	7.5%
Grade 9	164	8.7%	472,595	8.6%	164	8.6%	472,783	8.5%
Grade 10	162	8.5%	439,091	8.0%	162	8.5%	439,298	7.9%
Grade 11	139	7.3%	406,681	7.4%	139	7.3%	406,966	7.4%
Grade 12	109	5.8%	365,788	6.6%	109	5.7%	367,894	6.7%
Ethnic Distribution								
African American	9	0.5%	706,235	12.8%	9	0.5%	707,609	12.8%
Hispanic	1,804	95.2%	2,936,051	53.2%	1,823	95.2%	2,942,144	53.2%
White	61	3.2%	1,379,090	25.0%	62	3.2%	1,384,437	25.0%
American Indian	1	0.1%	17,886	0.3%	1	0.1%	17,939	0.3%
Asian	14	0.7%	295,946	5.4%	14	0.7%	296,367	5.4%
Pacific Islander	0	0.0%	8,831	0.2%	0	0.0%	8,844	0.2%
Two or More Races	6	0.3%	173,425	3.1%	6	0.3%	173,896	3.1%
Sex								
Female	920	48.5%	2,695,318	48.9%	927	48.4%	2,700,356	48.8%
Male	975	51.5%	2,822,146	51.1%	988	51.6%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,567	82.7%	3,434,955	62.3%	1,584	82.7%	3,439,856	62.2%
Non-Educationally Disadvantaged	328	17.3%	2,082,509	37.7%	331	17.3%	2,091,380	37.8%
Section 504 Students	195	10.3%	399,808	7.2%	195	10.2%	400,078	7.2%
EB Students/EL	105	5.5%	1,344,804	24.4%	105	5.5%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	113	5.6%	105,976	1.9%				
Students w/ Dyslexia	135	7.1%	329,004	6.0%	135	7.0%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	17	0.9%	12,418	0.2%	19	1.0%	12,469	0.2%
Homeless	53	2.8%	77,809	1.4%	54	2.8%	77,942	1.4%
Immigrant	0	0.0%	158,717	2.9%	0	0.0%	158,832	2.9%
Migrant	54	2.8%	13,481	0.2%	54	2.8%	13,528	0.2%
Title I	1,895	100.0%	3,624,288	65.7%	1,915	100.0%	3,632,539	65.7%
Military Connected	8	0.4%	212,919	3.9%	8	0.4%	213,035	3.9%
At-Risk	1,159	61.2%	2,937,834	53.2%	1,163	60.7%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	87	4.6%	1,350,113	24.5%	87	4.5%	1,350,920	24.4%
Career and Technical Education	582	30.7%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	466	81.2%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	162	8.5%	469,054	8.5%	162	8.5%	469,170	8.5%
Special Education	216	11.4%	764,858	13.9%	228	11.9%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	216		764,858					
Students with Intellectual Disabilities	83	38.4%	349,307	45.7%				
Students with Physical Disabilities	47	21.8%	144,191	18.9%				
Students with Autism	50	23.1%	124,254	16.2%				
Students with Behavioral Disabilities	**	**	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	191	10.4%	864,058	16.1%				
African American	1	0.1%	181,855	3.4%				
Hispanic	175	9.5%	455,070	8.5%				
White	13	0.7%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	0	0.0%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	2	0.1%	29,274	0.5%				
Special Ed Students who are Mobile	30	14.2%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	14	12.5%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	131	9.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	112	8.4%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	0.0%	3.9%
Grade 1	0.8%	2.1%	7.7%	3.3%
Grade 2	2.5%	1.3%	0.0%	1.6%
Grade 3	0.8%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.8%	0.3%	0.0%	0.3%
Grade 7	0.9%	0.5%	0.0%	0.4%
Grade 8	0.8%	0.4%	0.0%	0.5%
Grade 9	10.3%	7.9%	31.8%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	3	0.3%	5,974	0.2%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	15.3	18.4
Grade 1	15.1	18.8
Grade 2	17.2	19.1
Grade 3	16.6	19.4
Grade 4	19.8	19.4
Grade 5	17.6	20.9
Grade 6	19.1	19.2
Secondary		
English/Language Arts	15.8	16.3
Foreign Languages	15.8	18.8
Mathematics	15.1	17.5
Science	18.7	18.5
Social Studies	18.0	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	317.0	100.0%	775,882.5	100.0%
Professional Staff	172.3	54.4%	496,151.0	63.9%
Teachers	141.8	44.7%	374,799.9	48.3%
Professional Support	14.9	4.7%	86,026.7	11.1%
Campus Administration (School Leadership)	10.0	3.2%	25,836.1	3.3%
Central Administration	5.6	1.8%	9,488.3	1.2%
Educational Aides	45.3	14.3%	88,200.6	11.4%
Auxiliary Staff	99.3	31.3%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	6.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	299.7	94.6%	421,896.4	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	47,341.1	12.6%
Hispanic	127.6	89.9%	112,921.8	30.1%
White	13.3	9.3%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	1.0	0.7%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.0	0.0%	4,726.6	1.3%
Teachers by Sex				
Males	33.0	23.3%	91,815.2	24.5%
Females	108.8	76.7%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	12.1	8.6%	9,453.8	2.5%
Bachelors	105.7	74.5%	268,886.4	71.7%
Masters	24.0	16.9%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	34.6	24.4%	32,507.6	8.7%
1-5 Years Experience	20.5	14.5%	102,619.4	27.4%
6-10 Years Experience	14.8	10.4%	75,585.4	20.2%
11-20 Years Experience	40.0	28.2%	101,415.3	27.1%
21-30 Years Experience	26.0	18.3%	51,471.9	13.7%
Over 30 Years Experience	6.0	4.2%	11,200.2	3.0%
Number of Students per Teacher	13.4	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.5	6.0
Average Years Experience of Principals with District	4.0	5.1
Average Years Experience of Assistant Principals	6.7	5.1
Average Years Experience of Assistant Principals with District	6.3	4.3
Average Years Experience of Teachers	11.7	11.1
Average Years Experience of Teachers with District	9.4	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$46,703	\$54,272
1-5 Years Experience	\$52,004	\$58,185
6-10 Years Experience	\$50,038	\$61,494
11-20 Years Experience	\$56,663	\$65,219
21-30 Years Experience	\$62,035	\$69,723
Over 30 Years Experience	\$63,834	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$54,161	\$62,474
Professional Support	\$66,510	\$73,783
Campus Administration (School Leadership)	\$76,764	\$86,738
Central Administration	\$110,251	\$116,028
Instructional Staff Percent	54.4%	65.0%
Turnover Rate for Teachers	13.8%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	-	-	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	0.7%	22,656.0	6.0%
Career and Technical Education	10.3	7.3%	20,454.1	5.5%
Compensatory Education	4.8	3.4%	11,626.3	3.1%
Gifted and Talented Education	2.9	2.0%	6,181.4	1.6%
Regular Education	110.7	78.0%	261,452.4	69.8%
Special Education	10.6	7.5%	38,736.9	10.3%
Other	1.5	1.1%	13,749.8	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 2

PEIMS Financial Standards
Report (2021-22 Financial
Actual Report)



2022 - 2023 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,898

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$19,794,431	73.62%	\$10,429	\$19,794,431	59.37%	\$10,429	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$1,110,915	4.13%	\$585	\$1,152,214	3.46%	\$607	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$2,496,714	9.29%	\$1,315	\$8,885,091	26.65%	\$4,681	\$14,132,922,804	20.03%	\$2,568
Other Local	\$3,486,895	12.97%	\$1,837	\$3,508,730	10.52%	\$1,849	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$26,888,955	100.00%	\$14,167	\$33,340,466	100.00%	\$17,566	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,985,473	90.23%	\$1,573	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$14,264	0.43%	\$8	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$104,066	3.15%	\$55	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$204,891	100.00%	\$108	\$204,891	6.19%	\$108	\$879,081,869	7.47%	\$160
Total Other Revenue	\$204,891	100.00%	\$108	\$3,308,694	100.00%	\$1,743	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$27,093,846	100.00%	\$14,275	\$36,649,160	100.00%	\$19,309	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$58,606,166	100.00%	\$30,878	\$58,606,166	100.00%	\$30,878	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$58,606,166	100.00%	\$30,878	\$58,606,166	100.00%	\$30,878	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$85,700,012	100.00%	\$45,153	\$95,255,326	100.00%	\$50,187	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$1,147,316	100.00%	\$604	\$1,147,316	100.00%	\$604	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,147,316	100.00%	\$604	\$1,147,316	100.00%	\$604	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$28,241,162	100.00%	\$14,879	\$37,796,476	100.00%	\$19,914	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$19,174,468	75.88%	\$10,102	\$24,531,513	77.28%	\$12,925	\$53,061,122,304	77.83%	\$9,642

2022 - 2023 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,898

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$3,013,098	11.92%	\$1,588	\$3,271,742	10.31%	\$1,724	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$2,188,598	8.66%	\$1,153	\$2,994,321	9.43%	\$1,578	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$892,555	3.53%	\$470	\$944,991	2.98%	\$498	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$25,268,719	100.00%	\$13,313	\$31,742,567	100.00%	\$16,724	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$36,057	5.16%	\$19	\$2,991,539	81.03%	\$1,576	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$662,087	94.84%	\$349	\$700,308	18.97%	\$369	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$698,144	100.00%	\$368	\$3,691,847	100.00%	\$1,945	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$25,966,863	100.00%	\$13,681	\$35,434,414	100.00%	\$18,669	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$12,491,502	49.43%	\$6,581	\$15,220,268	47.95%	\$8,019	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$315,531	1.25%	\$166	\$338,204	1.07%	\$178	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$114,547	0.45%	\$60	\$448,988	1.41%	\$237	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$593,134	2.35%	\$313	\$866,585	2.73%	\$457	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$1,585,283	6.27%	\$835	\$1,702,943	5.36%	\$897	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$628,024	2.49%	\$331	\$719,857	2.27%	\$379	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$62,928	0.25%	\$33	\$65,194	0.21%	\$34	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$275,626	1.09%	\$145	\$302,926	0.95%	\$160	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$408,406	1.62%	\$215	\$1,122,299	3.54%	\$591	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$2,219,352	8.78%	\$1,169	\$2,363,310	7.45%	\$1,245	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$1,470,408	5.82%	\$775	\$1,503,196	4.74%	\$792	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$1,475,466	5.84%	\$777	\$1,530,842	4.82%	\$807	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$2,102,357	8.32%	\$1,108	\$3,809,526	12.00%	\$2,007	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$687,929	2.72%	\$362	\$769,549	2.42%	\$405	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$833,419	3.30%	\$439	\$861,213	2.71%	\$454	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$4,807	0.02%	\$3	\$117,667	0.37%	\$62	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4

2022 - 2023 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,898

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$25,268,719	100.00%	\$13,313	\$31,742,567	100.00%	\$16,724	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$36,057	5.16%	\$19	\$2,991,539	81.03%	\$1,576	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$662,087	94.84%	\$349	\$700,308	18.97%	\$369	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$698,144	100.00%	\$368	\$3,691,847	100.00%	\$1,945	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$25,966,863	100.00%	\$13,681	\$35,434,414	100.00%	\$18,669	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$10,803,154	42.75%	\$5,692	\$11,499,227	36.23%	\$6,059	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$41,858	0.17%	\$22	\$42,264	0.13%	\$22	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$892,860	3.53%	\$470	\$956,311	3.01%	\$504	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$2,488,626	9.85%	\$1,311	\$3,164,713	9.97%	\$1,667	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,344,862	5.32%	\$709	\$3,304,836	10.41%	\$1,741	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$60,958	0.24%	\$32	\$60,958	0.19%	\$32	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$411,242	1.63%	\$217	\$435,027	1.37%	\$229	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$7,495	0.03%	\$4	\$7,495	0.02%	\$4	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$32,615	0.13%	\$17	\$32,615	0.10%	\$17	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$1,116,766	4.42%	\$588	\$1,121,043	3.53%	\$591	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$8,068,283	31.93%	\$4,251	\$11,118,078	35.03%	\$5,858	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$25,268,719	100.00%	\$13,313	\$31,742,567	100.00%	\$16,724	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$36,057	5.16%	\$19	\$2,991,539	81.03%	\$1,576	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$662,087	94.84%	\$349	\$700,308	18.97%	\$369	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$698,144	100.00%	\$368	\$3,691,847	100.00%	\$1,945	\$24,235,698,663	100.00%	\$4,404

2022 - 2023 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,898

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$25,966,863	100.00%	\$13,681	\$35,434,414	100.00%	\$18,669	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$25,268,719	29.63%	\$13,313	\$31,742,567	33.50%	\$16,724	\$68,178,348,415	68.96%	\$12,389
Recapture	\$58,606,166	68.70%	\$30,878	\$58,606,166	61.90%	\$30,878	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$701,811	0.82%	\$370	\$701,811	0.74%	\$370	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$36,057	0.04%	\$19	\$2,991,539	3.16%	\$1,576	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$662,087	0.78%	\$349	\$700,308	0.74%	\$369	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$85,274,840	100.00%	\$44,929	\$94,742,391	100.00%	\$49,917	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9746			0.9123		
Interest & Sinking Tax Rate				0.0360			0.2273		
Total Tax Rate				1.0106			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.1700			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$216,915		\$114	\$216,915		\$114	\$432,562,929		\$85
Restricted Fund Balance	\$0		\$0	\$3,638,303		\$1,917	\$34,649,934,798		\$6,795
Committed Fund Balance	\$0		\$0	\$0		\$0	\$4,558,561,099		\$894
Assigned Fund Balance	\$0		\$0	\$60,253		\$32	\$4,079,140,041		\$800

2022 - 2023 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,898

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	\$22,365,195		\$11,784	\$22,365,314		\$11,784	\$17,788,393,141		\$3,488
Total Fund Balance**	\$22,582,110		\$11,898	\$26,280,785		\$13,847	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$21,025,413		\$10,951	\$24,486,453		\$12,753	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$1,351,806		\$712	\$1,589,441		\$837	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$204,891		\$108	\$204,891		\$108	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$0		\$0	\$0		\$0	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$22,582,110		\$11,898	\$26,280,785		\$13,847	\$61,508,592,008		\$12,062

TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 3

2022-23 District
Accreditation Status



2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2020 FIRST Rating](#) | [2020 Accountability Rating](#) | [2021 FIRST Rating](#) | [2021 Accountability Rating](#) | [2022 FIRST Rating](#) | [2022 Accountability Rating](#) | [2022-2023 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
064903	CARRIZO SPRINGS Cisd	20	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous Next

TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 4

District Performance
Objectives



Carrizo Springs Independent School District

District Improvement Plan

2024-2025



Mission Statement

"Provide every child a quality education in a safe environment."

Motto: "Kids are first at CSCISD"

Vision

“Inspiring lifelong learners.”

"Kids are first at CSCISD"

Belief Statement

"The CSCISD community believe that all children are unique and can learn through positive reinforcement."

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Budget meetings were held with campus administrators in regards to ESSA 22-23 application.

The DPAC - district parental advisory board met on June 10th to review ESSA 22-23 application - to include funding, review of strategies funded by SCE and Title 1 at the campus and district level. Evaluation results (parents) from 22-23 were shared. DIP was reviewed and discussed.

Discussed and surveyed parents on any new needs for 22-23.

Parents/teachers/directors are part of the DPAC.

Next meeting is October 10th to review DIP and campus strategies that will be continued for 22-23.

Demographics

Demographics Summary

Carrizo Springs is the largest city in, and the county seat of, Dimmit County, Texas, United States. The population was 5,368 at the 2010 census. The name of the town is derived from the local springs, which were named by the Spanish for the cane grass that once grew around them.

Campuses

Carrizo Springs CISD is home to 4 schools - Carrizo Springs High School, Carrizo Springs JH, Carrizo Springs Intermediate, and Carrizo Springs Elementary. Our student population for 2020-21 is approximately 2066 students.

Student Data

Based on the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2021-22 report*, CSCISD had a student enrollment of 1923; African American 1, Asian 5, Hispanic 1820, American Indian/Alaskan 1, White 76, two or more races 10. Student enrollment by gender; 50.75% male and 49.40% female. 77.48% of the student population is economically disadvantaged, 5.41% LEP/EB, 1.66% English Second Language/EB, and 9.41% of the students receive special education services. The district serves 3.% migrant students, 30.66% CTE, 64.01% at-risk students, 0.10% military-connected, .73% foster care, and for 21-22 41 students identified as homeless/unaccompanied youth.

As per the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2020-21 report*, CSCISD had a student enrollment of 2066; African American 0.48%, Asian 0.29%, Hispanic 94.48%, American Indian/Alaskan 0.05%, White 4.26%, two or more races 0.44%. Student enrollment by gender; 50.05% male and 49.95% female. 82.38% of the student population is economically disadvantaged, 3.61 % Bilingual, 1.08% is English Second Language, and 9.2% of the students receive special education services. The district serves 3.73% migrant students, 97.1% CTE, 55.91% at-risk students, 0.44% military-connected, .58% foster care.

Attendance Rate

The attendance rate for 2021-2022 was 88.97%;

The attendance rate for the district in 2020-2021 was 91.14 %

2019-20 Attendance rate for the district was 98.3%, and the Drop-out rate was 0.8%; the 4-year longitudinal rate (9-12) was 93.2%

2016-2017 was 94.3%, drop-out rate: 2.5%;

Attendance rates for 2017-2018 include 94.5 % African American, 93.3% Hispanic, 94.9% White, and 92.9 % economically disadvantaged. Overall Attendance rate for 2017-2018 at CSCISD was 93.4%. drop-out rate: 2.8%; 4-Year Longitudinal rate was 91.9%. The most current data indicate the district has a 1.05% mobility rate.

2016-2017 was 94.3%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 81%

2015-2016 was 93.9%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 84.7%

2014-2015 was 93.9, drop-out rate: 4.6 %; 4-Year Longitudinal rate (9-12) was 86.2%

2013-2014 was 94.2%, drop-out rate 3.4%; 4-Year Longitudinal rate (9-12) was 82.6%

Special Education:

Service Population for 232 students

Total special education district teachers: 11, total paras in the district: 25.

McKinney Vento

We have a total of 66 McKinney Vento students identified that the Federal Programs office assists with supplies, tutoring, transportation, college costs(dual credit) for students identified. Special Circumstances will be handled on a case by case.

McKinney Vento students had an overall attendance rate of 85% - CSE 88%, CSI 84%, JH 78% and HS 90%. District Mckinney Vento Students - 100% of students received backpack with supplies (home visits)

AARP Homeless Grant II - survey was completed for 22-23 needs. Based on data that there is a lack of vehicles (only 2 for district use) funding has been put aside for mileage for all TEHCY and MV travel.

As per RDA review - data was found that the McKinney-Vento Homeless Liaison will established a process to assist students experiencing homelessness with: • Development of a four-year plan that includes post-secondary college and career options • Provide opportunities for career development and exploration activities • Complete career interest inventories • Information on dual credit courses • Post-secondary planning • Provide FAFSA assistance/verification letter for homeless unaccompanied youth.

The McKinney-Vento Liaison will established a process to review and revise LEA policies and protocols to support equitable access and continuity of comparable services to: • Implement a referral process for Head Start and preschool programs • Implement collaboration and coordination with Special Education, BE/ESL, Career and Technical Education, Gifted and Talented programs to support access to and continuity of comparable services • Implement enrollment in school nutrition programs • Implement collaboration and coordination with Title I, Part A educational programs and support services • Inform campus staff of these policies annually

The McKinney-Vento Liaison will developed and implemented an intake process/document to gather basic information from homeless families and unaccompanied youth to assess and provide community resources for: • Health care • Dental services • Mental health • Substance abuse • Housing services • Other appropriate services The McKinney-Vento Liaison will developed a follow-up communication process/document to assess and provide any new or additional community resources to homeless families and unaccompanied youth throughout the school year or during the summer break. The McKinney-Vento Liaison will develop a process to documents the dates and resources provided during the intake process or during any follow-up communication/activity that occurs with the family or unaccompanied youth throughout the school year or during the summer break.

The McKinney-Vento Homeless liaison will established a process to ease transitions of students experiencing homelessness by: • Providing welcome packets, introduction to school processes and programs during the first two weeks of enrollment at a new school • Providing introductions for new students that maintain student privacy and confidentiality to the school environment and process • Convening an enrollment conference within the first two weeks of enrollment or within the first two weeks after a student is identified as homeless

The McKinneyVento Liaison will established a process to utilize student data to identify and facilitate academic interventions and support services for students experiencing homelessness. The McKinneyVento Liaison will established a process to communicate any attendance or academic concerns with the appropriate campus staff each semester. The McKinneyVento Liaison will established a process to meet with LEA or campus staff (e.g., administrators, counselors, attendance officers, dropout prevention staff, Special Education, BE/ESL, Gifted and Talented program staff, etc.,) annually to review student progress monitoring components (e.g., attendance, grades, credits, assessments, intervention, etc.,) for high school students (grades 9th-12th) experiencing homelessness to support achievement on state-mandated assessments and cohort graduation.

SCE, Family Engagement & Title 1 - all students in the district are Title 1 and needs identified are part of each CIP. At-risk identification is completed at each campus based on the 13 indicators and submitted by each campus to District PEIMS clerk. Based on data that there is a lack of vehicles (only 2 for district use) funding has, been put aside for mileage for all Federal Programs travel to include FP Directors meeting, Family Engagement, ACET and any other training attended by federal programs staff. This year 22-23- February we hired a new secretary to FP office, this position will need to attend training for all federal and state programs handled in our office.

4-year Federal Graduation Rate without exclusions

2020-2021: not available

2019-2020: 92.5 %

2018-2019: 91.9%.

2017-2018: 90.1%

2016-2017: 78.9 %

2015-2016: 82.9 %

2014-2015: 85.2 %

2013-2014: 80.9 %

Findings

Review of this data, several findings were noted: Enrollment for Day 1 2019 was at 2060 students, an increase from last year's count of 2018 students. CSCISD was at its peak in 2014-15 with 2243 students. Moving to day 10 of 2018 we are at 2191 same as Day 10 of 2017, but less than 2014-15 at 2427. Since 2014-15 numbers have been decreasing, except for year 2016 -17 that we had a dip to 2176 from the previous year of 2289 students.

Finance

For 2017-18 the district received \$16,154 based on 2017-18 finance report and spent \$13,458.00. For 2018-19 the District received an A on the Financial Integrity Rating System.

Areas of Need

Attendance continues to be an area of concern.

Hiring certified special education teachers

Staff : 2020-2021

Our schools employ (149) teachers, (48) para-professionals and (10) campus administrators.

CSHS (4/44) teachers are not Highly Effective for a (93%) HE Rate at CSHS.

CSJH (1/22) teachers are not Highly Effective for an (97%) HE Rate at CSJH.

CSI (33) teachers are all Highly Effective.

CSE (47) teachers are all Highly Effective.

(20) new teacher were employed for the 2020-2021 school year which equate to a Retention rate of 83.8%

(20) new teachers were employed for the 2019-20 school year which equates to a Retention Rate of 86%

District-wide CSCISD employs (353) total employees

Foster Care Demographics

For the 22-23 school year - currently there are 10 students identified in the district, and still working on identification. For 21-22 .73% foster care, and for 21-22

Demographics Strengths

The Highly Effective Rate for the district is 97.3%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.

Student Achievement

Student Achievement Summary

STAAR/EOC Performance Data 2023-2024 All Subjects:

% at Approaches Grade Level Standard:

- 68% all students; 80% African American; 67% Hispanic; White 80%; American Indian -; Asian 100%; Two or More Races 100%; 46% Special Ed; 64% Econ. Disadv.; 60% EB/EL

% at Meets Grade Level Standard:

- 36% all students; 60% African American; 35% Hispanic; White 43%; American Indian -; Asian 85%; Two or More Races 78%; 24% Special Ed; 32% Econ. Disadv.; 27% EB/EL

% at Masters Grade Level Standard:

- 10% all students; 20% African American; 10% Hispanic; White 15%; American Indian -; Asian 60%; Two or More Races 0%; 5% Special Ed; 8% Econ. Disadv.; 9% EB/EL

As per the **2023-2024 TAPR Report**, CSCISD achieved 68% Approaches, 36% Meets, and 10% Masters on all subjects and all grades for STAAR/STAAR EOC.

Problem Statement:

The district's overall mathematics scores have declined significantly, with 37% of students performing below grade level. In particular, Hispanic, Economically Disadvantaged, English Learners (EB/EL), and Special Education (SPED) students are consistently underperforming in mathematics, with a significant drop in Approaches and Meets standards compared to the previous year.

Root Cause:

The district lacks a coordinated, data-driven approach to math instruction that addresses the diverse learning needs of its student population. Inconsistent implementation of research-based math strategies and insufficient targeted intervention efforts have contributed to the decline in performance.

To improve student achievement and close existing gaps, CSCISD should focus on implementing data-driven instructional practices, strengthening interventions for struggling learners, enhancing literacy and mathematics instruction, and building strong partnerships with families. Intervention strategies to improve student achievement in mathematics should include small-group interventions to differentiate support for learners who need extra instructional time in specific areas. Additionally, building math fluency—which will lead to a deeper understanding of the relationships between numbers—is critical for problem-solving.

By investing in technology, equity-focused initiatives, and intervention activities that focus on building both literacy and math fluency, the district can create an inclusive learning environment that supports the success of all students.

Student Achievement Strengths

This performance data highlights areas of strength among certain subgroups, particularly African American and Asian students performing at approaches or better in all core subject areas across the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause:** Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 2 (Prioritized): The district's overall reading scores show that 57% are below grade level. **Root Cause:** Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 3 (Prioritized): 100% of the district's sub populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.

District Culture and Climate

District Culture and Climate Summary

2023-2024 Climate Survey Results Summary

A total of **191 staff members** participated in the Climate Survey, with **84%** of respondents being classroom teachers and support staff. Below is a summary of the key findings:

- **Experience Level**
 - **50%** of staff have **10+ years** of experience.
 - **11%** have **7-10 years** of experience.
 - **13.1%** have **4-6 years** of experience.
 - **20.4%** have **1-3 years** of experience.
- **Staff Morale and Collaboration:**
 - **80.6%** of staff reported feeling **valued and respected** by their colleagues.
 - **73.3%** of staff believe there is a strong **level of teamwork and collaboration**.
 - **72.3%** stated that their **workload is manageable**.
- **Professional Development:**
 - **62.3%** of staff are **satisfied** with the **professional development opportunities** provided.
- **Safety and Security:**
 - **78.5%** of staff feel **safe** on a daily basis.
 - **70.2%** believe that **current safety measures are effective**.
 - **72.7%** feel **adequately prepared** to respond to emergencies.
 - **41%** of respondents reported **participating in safety and security training**, while **41.4%** stated they had not.
 - **46.6%** feel comfortable reporting safety concerns, while **12.6%** felt neutral, and **38.2%** were less comfortable.
- **School Leadership and Resources:**
 - **73.3%** of staff feel that **school administration effectively addresses staff concerns** regarding climate and safety.
 - **80.1%** believe that the necessary **resources and equipment** are available to ensure a **safe and positive school environment**

Stop and Think Drills were added to drill requirements. Threat Assessment Training will be recommended to new school based law enforcement officers and any new campus committee members completed through ESC-20 and/or Texas Safety Center.

Currently, all campuses perform required safety drills as per the calendar set by District Police Chief and campus administrator. The district safety committee meetings will be held three times a year, once during the fall, once during the spring and one in the summer.

School safety drills are reviewed and practiced at campus and district levels to determine identified needs in regard to the drills, all drills will be added to the platform "Sentinel. School Based Law Enforcement and campus administration will use Sentinel for daily door checks and administrator weekly checks. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence, biased training, and suicide prevention. The training is given to both faculty and students. Dating Violence is not tolerated at any campus throughout the district. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Threat Assessment Training will be provided as requested and needed for the campuses. Any new safety training will also be provided for Safety Director, Campus Admin and campus safety teams. Currently for SY 24-25, campus teams have Threat Assessment, Reunification and Active shooter training. There is a need for "table top" exercises and all campus administration and district executive team need NIMS training. Plan are underway for this. CSCISD Police Chief provide SRP training for all campus and district staff to include substitutes.

Our campuses and district promote wide-spread participation in all events, they are all inclusive.

District Culture and Climate Strengths

Two School district officers are stationed at each campus. Security cameras are in place at each campus and district facility to monitor and deter any inappropriate activities. Police technician hired to monitor camera activity and alert police/campuses about by suspicious activity.

As per Return to School Safety Plan, all CSCISD campuses are in year 2 of face to face learning, each campus is properly equipped and supplied with all needed PPE supplies to ensure health and safety of all students and staff. The CSCISD maintenance department is properly supplied to provide to all campuses as requested.

A strong partnership exists among CSCISD and a local special education parent group. The parent group provides service and awareness information and special opportunities to our local area families.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

Problem Statement 2 (Prioritized): The district is working to strengthen adherence to safety protocols and procedures across schools and departments to ensure a safe and secure environment for staff, students, parents and visitors. **Root Cause:** The district is working to standardize safety training across all schools and departments to ensure consistent awareness and understanding of proper safety procedures. Additionally, there is a focus on introducing ongoing refresher courses to reinforce knowledge and keep staff updated on the latest safety policies and potential threats.

Problem Statement 3 (Prioritized): A significant portion of district staff has not participated in safety and security training, with only 41% stating they have attended. This gap in training and communication creates potential risks in effectively responding to emergencies. **Root Cause:** Safety and security training may not be consistently available or prioritized across the district, leading to varying levels of staff participation.

Problem Statement 4 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

Problem Statement 5: CSCISD has a significant gap in training and development opportunities for employees to better serve our OSP population and ensure success in education and community. **Root Cause:** A lack of accessible or relevant professional development programs can leave educators without necessary skills.

Problem Statement 6 (Prioritized): There is a lack of confidence among staff in reporting safety concerns, as only 46.6% feel comfortable doing so, while 38.2% express discomfort. **Root Cause:** There may be limited emphasis on fostering a culture of open communication and safety awareness, contributing to lower levels of comfort in reporting issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has in place a Permanent Substitute Agreement that offers teachers in Alternative Certification Programs the opportunity to earn three-fourths of the starting teacher's salary while they work toward certification completion. In the 2023-2024 school year, CSCISD employed ___ teacher candidates in this program, with ___ obtaining full certification by the end of the year.

attends job fairs during Fall and Spring at TAMU, Kingsville, and Corpus Christi, and advertises openings through Region 20, TASP Job board, and the local newspaper. To recruit highly effective staff, sign-on bonuses/stipends are offered for those academic areas most in need. (CTE, math, science, special education, bilingual/ESL)

Teacher performance/appraisals are based on the T-TESS performance instrument. Instructional Officers' duties include instructional coaching in the classroom. (TalentEd Perform)

Campus administration will assign master/highly performance teachers to at-risk/most in-need students. (as per the ESSA discussion regarding staff assignments that have been reviewed with principals - those campuses that are able to move various teachers have begun to review the potential of this process.

Develop/implement strategies and activities to recruit, hire, and retain highly qualified teachers and principals. ESSA Requirements to examine teacher experience - and teacher effectiveness to determine equitable access to effective teachers for low-income and minority students. Develop a Compensation Plan - based on STAAR Scores to retain staff, as per the ESSA Needs Assessment submitted to TEA.

Provide and/or attend professional development activities that improve the knowledge of both teachers and principals, instructional officers, and para-professionals. Improvement of teaching practices and student academic achievement: such as effective instructional strategies, methods, skills, and state academic content standards. Differentiated instruction will support student achievement and state assessment(s) data, focusing on students most in need of modifications, Sharon Wells/Pearlized math programs, assisting students during intervention time, and core subject areas of math, science, ELA, and Social Studies.

Provide training to improve teacher's/principal's ability to involve parents in their children's education, especially that of EB, SE, and immigrant children.

Provide and/or attend professional development in core academic areas of teacher's subject and delivery of instruction for students with disabilities.

Provide training and/or PD programs that are designed to improve the quality skills of principals and superintendents - including academies to become outstanding educational leaders. Provide information for campus administrators on required programs and implementation of these programs. Root cause analysis - providing time for campus and district administrators to collaborate and review district/campus data from the A-F accountability rating.

We also continue to seek and train qualified teaching staff with gifted and talented supplemental endorsement and secondary certification in music and/or arts.

Review of inexperienced and out-of-the-field teachers - The retention plan provides a strategic compensation plan based (ELAR/Math) targeting the Economic Disadvantage population.

CSCISD employed 12 new teachers for the 2022-23 school year.

The district has an estimated 367 staff members;
146 Teachers,
10 Campus Administration (school leadership),
6 Central Administration;
54 Educational Aides

CSCISD will continue to implement the Mentor Program, based on the previous year's data, with more rigor and assistance for new, alternative certification, permanent substitutes, and 2nd-year teachers - professional development will be virtual via Zoom, with one face-to-face session planned. The sessions will occur on a monthly basis. Based on the Mentor/Mentee survey, fifteen (15) Mentors (nine (9) elementary and six (6) secondary teachers) and ten (10) Mentees (four (4) elementary and six (6) secondary) completed the survey for the district.

The End of Year (EOY) Survey results indicate that, on a scale score of 1-5 (5 being the highest), the number of teachers who stated they would continue the following year as a Mentor was: 14 out of 15 (93%) of the Mentors stated they were highly likely or most likely to continue as mentors. When asked if Mentoring has had a positive impact on their lives/careers, 100% of mentors rated 5 or 4, and 8 of 10 mentees (80%) rated 5 or 4. When asked if they felt supported by their Mentors, 60% (6 of 10) of the mentees scored 5, and 30% (3 of 10) scored 4. When asked if they felt supported by the program coordinators/trainers, 93% (14 of 15) of the Mentors scored a 4 or higher. Of the Mentees asked if they felt like they would stay in education, 80% (8 of 10) scored a 4 or higher indicating they would remain in the teaching field.

Based on the 2023-24 EOY Mentor Survey and CAT Meetings, we will continue with this program for 24-25. Please see the addendum for further responses.

For the 2024-25 school year, the district has five (5) permanent substitutes, five (5) first-year teachers, and three (3) second-year teachers. All of these beginning teachers will be part of our Mentor Program.

Mentorship Program Stipends for 2023-24: \$28,000

Teacher certifications for the seven (7) teachers in the district who are permanent substitutes on a local agreement, CSCISD will work to assist (travel) these teachers in earning certification. There is a need for bilingual and special

education teachers as well. CSCISD will cover various costs of those staff members who are working on earning certification towards becoming a certified teacher or meeting the needs of alternative certification.

Staff Quality, Recruitment, and Retention Strengths

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT

CSCISD strives to provide a well-rounded program of curriculum and instruction and utilizes the following:

Pearlized Math K-2, and Sharon Wells Math 3-5, were implemented for all students, especially those at-risk, who are given opportunities to meet challenging state academic standards as a supplemental resource.

The District will utilize NWEA suite to provide intervention, acceleration, and remediation for identified students in Kindergarten-12th grade. The focus will be on core area subjects areas.

Counselors will continue to provide SEL scope and sequence along with activities to be utilized once per week in the classroom through Character Strong curriculum..

The district is participating in LASO through the 2024-2025 school year.

The Librarians in the district will focus on a Digital Literacy Curriculum in grades K-12.

SuccessEd is the district student data management system. The system is used for Sped, Bilingual/ESL, and 504 students.

All new teachers and administrators in K-3 must attend reading academies as per HB 3. The training is aligned with the needs of the district's at-risk or economically disadvantaged students.

Master schedules ensure learning time is maximized and meet state requirements. Enrichment and acceleration are provided through tutorials, summer intervention for bilingual students in K & 1st grades focused on reading and math.

Our special programs meet the needs of students in special education, bilingual/ESL, gifted/talented (including AP/IB and advanced graduation plans), career and technical education (CTE), and dyslexia treatment by aiding the students through differentiated instruction and attention to meet their individual plans and goals.

CSCISD guides for students to plan postsecondary education or determine a career path through the counseling services they receive. 100% percent of our students in grades 7-12 have a personal graduation plan. Data indicates CSCISD is at 54% for TEA's priority for college, career, and military guidance and counseling. Postsecondary education and career awareness and exploration activities include career fairs, college field trips, and presentations (TEA Priority)

CSCISD class size at elementary levels is at 17:1 and secondary is at 18:1

CSCISD has other programs that have an impact on student performance such as athletics and coordinated health services through the Fitness Gram, specific sport-related athletic periods, and a Student health advisory committee made up of educators, parents, and community members.

CSCISD PLCs occur at the campus to review and make decisions about curriculum/instruction/assessment; campus advisory teams (CAT) meet four times per year to review Campus Improvement Plan; Site-Based Decision-Making Committees are formed at the campus; District Advisory Teams (DAT) meet four times per year to discuss district concerns and priorities; ELAR & Math Committees meet to discuss the content area and make decisions.

CSCISD includes teachers and other staff in decision methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement by the use of District surveys, committee membership, public meetings, forums, meet the teacher night, progress report night, open house and parent and family engagement activities.

Training will be an ongoing process to ensure district initiatives are met and teacher capacity and student instruction and success continue to improve.

CSCISD uses the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS), and College Career & Military Readiness Standards-TCMPC TEKS Resource System as its curriculum with alignment to CCRS; GRR framework to ensure alignment to the ELPS.

CSCISD provides curriculum and instruction cognitively demanding and challenging TEKS Resource System that aligns with the rigor and relevance of TEKS, CCRS, and ELPS. Additionally, curriculum specialisshave been implemented to provide training, increase teacher capacity and ensure fidelity to our framework and curriculum and its components for the fidelity of implementation. These include the Gradual Release of Responsibility Framework, Content & Language Objectives, TEKS Resource System, standardized lesson plan format, improving teacher capacity in the area of instruction (T-TESS), and digital learning.

CSCISD new resources include TEKS Implementation Guides for core content areas which allow teachers to achieve rigor as indicated by TEKS. The Pre-Kindergarten Framework allows teachers to provide depth and complexity for their lesson success. Edgenuity is an online curriculum that offers an engaging 6-12 curriculum to meet the unique needs of secondary students. Standards-aligned courses focus on providing the personalized attention students need to excel. The following SEL curriculums will also be utilized with students: character strong (PK-5) and Edgenuity Purpose Prep (6-12).

Surveys are sent annually to identify professional development needs for the CSCISD. Based on the results of those surveys including student performance data, teacher evaluations and district and campus priorities, professional development sessions are planned and implemented throughout the year.. This is an ongoing practice that will guide our professional development needs.

Reading Academies are mandatory by the end of 2022 for all CSCISD teachers and admins in PK-3. Any new teachers to the district will be required to complete reading academies by end of 2025.

Special Education

The following programs are being utilized by special education: IXL, Learning A-Z, and Reading By Design. Local campuses teachers and principals maintain and administer instructional content based on student grade level and individual IEPs. IEPs (individual education plans) are constructed using relevant data to meet the student's needs.

Multi-Tiered System of Support (MTSS) is district-wide. Campuses provide universal screening to all students in math and reading three times during the school year, BOY, MOY, and EOY. Problem-Solving Team meetings are held throughout the school year to identify At Risk and Tier students and to decide on the implementation of interventions.

Curriculum, Instruction, and Assessment Strengths

Training provided to teachers and administrators on curriculum and content areas, assessment, district programs, and staff development in critical areas as identified on staff surveys. Reading Academies for K-3 teachers and administrators are provided as per HB3. Curriculum framework continues in ELAR for grades K-12.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Scores are low, which results in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 2: Curriculum Alignment is not happening district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause:** Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Problem Statement 3 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

Parent and Community Engagement

Parent and Community Engagement Summary

CSE had a goal of a 10% increase for parents/families that would attend Parent and Family Engagement Events/Night . Goal was met . 2024-2025 goal is to increase participation by 5% this school year. Community Partnerships have decreased post COVID and a goal to increase partnerships and participation at family engagement events will continue for the 2024-2025 school year.

CSI had a goal of 10% increase for parent participation. They had a total of parents attend parent and family engagement for vents for the 2023-2024 school year. This was below the 10% goal.

CSJH had a goal of 10% increase for parents/ family engagement attendance for the 2023-2024 year. Total amount of parent participation was below average and goal was not met. A continued goal of 10% increase will continue.

CSHS had a 15% increase parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night. CSHS saw an increase in parent participation for the 2023-2024 school year and goal was met, this increase goal will continue for the 2024-2025 school year,

According to the 2023-2024 End of Year (EOY) Parental Involvement Evaluation Survey that was administered for all campuses we assessed how welcome parent/families feel at each campus:

3.7% of families responded that they do not feel welcomed

22.2 % feel that they are minimally welcomed.

22.2% feel a Bit welcomed

51.9% feel very welcomed.

Goal for overall family involvement for the 24-2025 school year will be to increase overall participation per campus and involve Community involvement and participation at events.

CSCISD has a district-level Parent Advisory Council that is made up of parents, teachers/staff from each campus, surrounding business representatives, and various community members. For example, we have HEB, Wal-Mart, Winter garden's Women's Shelter, the Carrizo Springs Housing Authority and Dimmit County Coalition, City of Carrizo Fire Department and County entities. This committee meets at least 2 times a year. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions or as needed to ensure parent participation in campus and district decision making. DPAC in June of 2022 agreed upon a family engagement room that was fully funded and in effect for the 23-24 school year. Trainings and parent opportunities will continue for the 2024-2025 school year. Parents are invited and are provided the opportunity to participate in the yearly Parent and Family state conference.

Carrizo Springs Parent and Family Engagement program is supported by the community. Community partnerships and collaboration is requested and encouraged for the program. We have minimal levels of community support for Parent and Family Engagement events. Goal for 2024-2025 school year is to increase community support and have increased participation by the district at community events.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end June 2024 for all campuses we assessed how effective communication was at each campus and which method parents prefer:

The 2023-24 Communication Survey, with **123 parent responses** (currently **160 responses**), highlighted key areas of improvement for district communication and parent engagement:

- **Overall District Communication:**

- **18.8%** of parents are very satisfied, while **9.4%** are very dissatisfied.

- **Communication with School:**

- **'26%** of parents are satisfied, with **9.4%** very dissatisfied.

- **Frequency of Communication:**

- **33.8%** of parents report rarely receiving communication from the school.
- **Forms of Communication:**
 - Most parents prefer **text** (91.3%) and **phone** (61.9%) for communication.
- **Ease of Access:**
 - **13.8%** of parents find it very easy to access communication, while **12.5%** find it difficult.
- **Promptness of Responses:**
 - Only **7.5%** of parents feel the school responds to inquiries very promptly, while **16.2%** feel responses are very slow.
- **Barriers to Communication:**
 - Key issues include lack of follow-up from teachers, difficulty reaching school administrators, and outdated communication methods.
- **Suggestions for Improvement:**
 - Parents suggested improving text and voicemail communications, having more teacher meetings, updating the district website, and training office staff better.

Goal: Improve Communication and Parent Engagement

Objective: Increase parent satisfaction with communication to **85%** by the end of the school year and enhance the effectiveness of parent engagement strategies.

Action Plan:

1. Implement ParentSquare:

Based on the survey results and review of potential communication tools, the district selected **ParentSquare**, which met the criteria for improving communication with parents through multiple channels.

- **Action Steps:**
 - Roll out **ParentSquare** as the district-wide communication platform for text, email, and app notifications.
 - Train school staff on effective use of ParentSquare to ensure timely and consistent communication.
 - Inform parents about the new platform and how to use it for better engagement.
- **Resources Needed:** ParentSquare subscription, training for staff, communication materials for parents.
- **Timeline:** Implementation begins Q2; monitor usage and effectiveness quarterly.
- **Person(s) Responsible:** District Communications Team, Campus Administrators.

2. Increase Parent-Teacher Communication: Based on survey feedback about difficulties reaching teachers and administrators, improve responsiveness and communication frequency.

- **Action Steps:**
 - Set a district-wide standard for response times to parent inquiries (e.g., respond within 48 hours).
 - Provide additional training for teachers on the importance of timely communication and following up with parents.
 - Establish clearer points of contact for parents when seeking help with issues.
- **Resources Needed:** Training materials, communication protocols.

- **Timeline:** Begin implementing Q2, monitor quarterly.
- **Person(s) Responsible:** Campus Principals, Teaching Staff.

3. Enhance Parent Engagement Opportunities:

- **Action Steps:**
 - Increase opportunities for parent-teacher meetings and events to strengthen relationships.
 - Update the district website and other platforms to provide clear contact information and resources for parents.
 - Launch a parent engagement initiative focused on increasing participation in school events and decision-making processes.
- **Resources Needed:** Website updates, communication materials, event coordination.
- **Timeline:** Start in Q2, review parent participation at the end of the school year.
- **Person(s) Responsible:** Campus Administrators, Parent Liaison.

By addressing the issues raised in the survey and implementing Parent Square, along with clear communication protocols, we aim to increase overall satisfaction with district and school communications.

According to all of the CSCISD Campus Parent and Family Engagement policies:

In carrying out the Title I, Part A, parental requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1112 of the ESSA in an understandable and uniform format and, including, alternative formats upon request, and, to the extent practicable, in a language parents understand.

- Translate notes going home for parents into English & Spanish.
- all invites and information will be provided in English and Spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June 2024 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 80% wanted Parent and Family Engagement events to be from 5:30-7:00 P.M.

CSI 20 % of parents wanted to have events between 5:30-7:00 P.M. to attend events. parents would like to have parent training on how to log on and use the technology , Skyward and Zoom

CSJH 50% of parents wanted to have events between 5:30-7:00 P.M. to attend events. 50% of parents would like event reminders for parent and family engagement events this will be supported by Parent square.

CSHS 49.3% of parents had conflicts with time of events & 46.7% of parents stated they had conflicting family schedules.

For the 2024-2025 school year 10 parents were invited to the Statewide family conference and one attended. Increase in Parent involvement needed. Problems range from lack of suitable childcare for the 4 days the conference is held. One parent will participate in this years event.

Each campus offers ALL students' parents and guardians the opportunity to serve on the site-based decision-making committee. A Parent Square post invites all parents in the district to be a part of decision making committees including CAT and DPAC. If the response is low, we select parents based on their availability to attend meetings. Their participation is necessary to give input from the parents' perspective.

All campuses have aligned their campus goals (TEKS) to the parent and family engagement goals that are in the school-parent compact.

Parent and Community Engagement Strengths

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June of 2024 for all campuses we assessed the where parent/families would like to see the funds used at each campus:

These were the top responses for each school.

48.1% would like to see funds used for virtual options and opportunities.

59.3% would like parent workshops and/ or classes

48.1% would like technology resources

63% educational materials

70.4% would like and increase use of the parent resource center.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

Problem Statement 2 (Prioritized): There is a lack of consistent and effective communication between parents and staff, as indicated by the recent district communication survey, where a significant portion of parents reported difficulties reaching staff and receiving timely responses. This communication gap hinders parent engagement and may contribute to misunderstandings or delays in addressing student needs. Parent square . **Root Cause:** Some staff members may still rely heavily on traditional communication methods, such as phone calls or voicemails, while parents are more responsive to digital communication channels.

District Context and Organization

District Context and Organization Summary

Master Schedule

Presently at CSCISD, we maximize instructional time for learning time by ensuring master schedules maximize human capital and instructional times, common planning periods for each of the content areas, PLCs are held weekly on curriculum, tutorials are held weekly, beginning/ending times are coordinated throughout the campus to maximize transportation resources, extended day enrichment is provided at each campus to address struggling learners and at-risk students. Summer school is provided to all students needing intervention as well as intervention camps at the elementary level to prevent regression. We provide equitable services to all students.

CSCISD utilized discipline management practices to ensure we reduce the number of students removed from the classroom. Also, we use alternatives to ISS strategies to keep students in the classroom.

Through our counselors at the campus, we address safety issues and provide sessions for students on the report and respond to specific safety issues in order to reduce the number of incidents of unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. Students have several ways on the district website to report the incident or can speak to a counselor about it.

Leadership

CSCISD has a monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments as needed through campus and district committees.

At CSCISD each formal campus leadership team is made up of a principal, assistant principal(s), and counselor(s). At each campus, there are department chairpersons who oversee their specific content area and are responsible for department duties and activities. Campus administrators utilize Talent Ed, an online source (software program) to assist them in the number of walkthroughs that are required per campus. Each principal and assistant principal must complete ten walkthroughs per week. Due to the COVID Pandemic, observations were waived by TEA for the 2020-2021 school year. Training for administrators on walkthrough visits is needed.

Each campus principal compiles the duty rosters and supervision schedules for the leadership team, faculty, and staff

The master schedule maximizes the amount of time spent on instruction. Bell-to-bell instruction should be evident in every classroom, and formative and summative assessment structures are in place with curriculum-based assessments every grading period and two comprehensive benchmarks during the school year. During every lesson, all teachers follow the direct instruction method of teaching using the gradual release of responsibility framework. At every campus, principals are diligent in protecting instruction from unnecessary interruptions.

State Compensatory Education

The District's SCE funds are used to fund prevention, intervention prevention camps, intervention teachers, extended day and summer school as well as Pregnancy Education and Parenting. CSE also has a Prevention and Intervention for students that are being considered for retention based on documented data that teachers share before a committee. Based on this need students are provided with accelerated instruction two weeks prior to school. read Data shows that economically disadvantaged students identified as at-risk are still below the regular students. There are 2 intervention teachers at our elementary. At JH and HS, SCE funds are used to assist those students identified as at-risk for dropping out, credit recovery, and used to cover services and all staff at DAEP and School of Choice. The district's pregnancy education program supports students who are pregnant and/or parents with homebound assistance. The new guidelines will allow the district to assist these students with daycare. SCE funds are used to fund teachers and para-professionals for half-day PK to a full-day program. JH and HS purchase a program for credit recovery and School of Choice. CSE Intervention teachers purchase programs to work with their identified at-risk students that have been extremely successful. Transportation services are provided for summer school, extended days, and tutorials. Technology is being utilized to assist with this.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2024-25 school year all 4 campuses are Title I, funds on these campuses are utilized to close the achievement gap by providing additional staff, tutorials, instructional staff, and professional development based on needs identified to include technology PD to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transition activities between grade spans, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced-priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 59 students identified as McKinney Vento for 23-24 and currently an estimated 57 for 24-25. McKinney Vento District Contact and personnel attend training to assist in identifying the correct procedures to implement and provide training at the campus and district level. There is the ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress toward course completion, credit accrual, and graduation. Campus curriculum specialists with the assistance of campus counselors monitor attendance, and grades, and meet with campus administrators to review student progress every six weeks. Due to our RDA plan McKinney Vento students or all OSP students are monitored every 3 weeks and at the end of the 6 weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is provided. Our district Migrant Program is in a shared service arrangement with Region 20. All teachers at the 4 campuses are required to attend weekly PLCs to assist in data disaggregation and to plan lessons. The district plans and coordinates with campus administrators and leadership teams to receive training in root cause analysis. Elementary campuses and secondary campuses work together to analyze data to determine root causes and prioritize areas of need. Performance objectives, goals, and strategies are communicated at the campus, and district levels and shared with the school board. Based on the strategies developed both formative and summative reviews will occur throughout the year (November, February, April, and June). The district plans and coordinates with school counselors on transitions. Kids R First and CDI plan with CSE to coordinate campus transitions, and then the third grade plans a transition visit with the CSI campus. Our 6th-grade students plan a transition with the JH and the 8th-grade students plan a transition to High School. Our High School students are given numerous opportunities to visit colleges and universities. .

Duties peace officers, school resource officers, and security officers [TEC 37.081]

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to: 1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District. 2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure. 3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions. 6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations. 7. Carry weapons as directed by the chief of police and approved by the Superintendent. 8. Carry out all other duties as directed by the chief of police or Superintendent. District police officers shall not be assigned routine classroom discipline or administrative tasks.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): CSCISD is committed to ensure safety and security of all students, parents, and staff. **Root Cause:** Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 2 (Prioritized): District staff across various departments lack consistent training and professional development opportunities, resulting in gaps in knowledge, skills, and best practices necessary to effectively support schools, teachers, and students. The lack of adequate training limits staff capacity to adapt to new technologies, state and federal compliance requirements, and evolving educational needs. **Root Cause:** There is no comprehensive, district-wide professional development plan tailored to the specific needs of different departments and roles, leading to uneven training experiences.

Problem Statement 3 (Prioritized): The current system for managing and implementing federal requirements (supplemental) Plan lacks centralized tools for tracking, monitoring, and reporting, leading to delays in compliance with federal requirements, inefficient use of resources, and difficulty in ensuring data-driven decision-making **Root Cause:** There is

no unified platform to collect, organize, and track CIP-related data across departments, leading to inefficiencies in reporting and updating.

Problem Statement 4 (Prioritized): Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Due to social media resources available, need to make sure that all stakeholders have the correct information.

Technology

Technology Summary

The CSCISD community will develop 21st learning skills, such as collaboration, digital literacy, critical thinking and problem solving skills. The plan for our students are to become 21st century learners.

Teachers receive support from Region 20 as far as google classroom training. Students have access to dual credit classrooms at the high school level. Students are able to utilize Edgenuity at grades 6th - 12th grade for personalized curriculum. Technology devices (through a survey) are lacking for student/teacher/campus and district admin are needed to be able to work from home. Students lacking WIFI for virtual instruction will need to provided hot spots. Devices/printers/cameras will need to be provided for students and teachers to be successful.

Providing differentiated instruction for at-risk students in small group settings will be included in our Asynchronous Instruction Plan submitted to TEA and approved by the school board.

Training on our LMS systems for elementary and secondary campuses will be ongoing throughout the year. Asynchronous Instruction training through ESC-20 will also continue for teachers and administrators.

Electronic devices were identified for each campus in order to provide all students an opportunity to complete online assignments. Additionally wifi hotspots, hardware and software were purchased in order to allow campuses to transition to remote learning seamlessly. Each school identified needed interactive panels, webcams, hovercams and any other technology equipment or service needed to be able to record and upload the lessons for students to view at home.

Surveys on technology needs were sent out to parents to assist in identifying the need for internet and wifi hotspots in our community.

CSCISD was awarded ESSER II, III and PPRP - surveys were completed for ESSER III spending on Renaissance learning. ESSER II was utilized for technology devices - based on needs assessment. ESSER I was utilized for personnel.

CSHS: Electronic devices were identified for each campus in order to provide all students the opportunity to access research-based interactive instruction. Last year the campus was equipped with wifi hotspots, hardware, and software. High school teachers and students have access tp interactive panels, webcams, hovercams, and other technology equipment that greatly enhance the learning environment at our campus. Chromebook carts are currently being used throughout the campus for instructional purposes. CSHS encourages teaching strategies that integrate technology effectively into curriculum and instruction to improve learner academic achievement. CSHS continues to upgrade its old technological equipment. New interactive panels have been provided to all core area teachers to replace outdated projectors. Chromebook carts have been gradually updated with new devices. Every student has access to a Chromebook, every student has a Google account, and all teachers have access to Google Classroom. Students are aware of how to navigate GSuite to fit their learning needs. Teachers are required to use Google Classroom and Remind to communicate with students and parents. Instructional materials available online are evaluated for appropriateness and accuracy through usage reports available for online programs (example, Renaissance, Remind, and Edgenuity) Desktops, laptops, iPads, Hovercams, interactive panels, digital marquee, TI nSpire calculators, etc. A variety of technology is available to all students and staff.

CSJH: Touch systems data entry course provides students with a high school credit and local articulation college credit opportunities. TSDE is a recommended prerequisite class for all advance computer courses in the CSHS CTE program. Based on STAAR redesign questions and technology survey, students will need mice and classroom sets of headphones for daily use and as practice for online STAAR tests to improve student achievement. SPED teachers do not have chromebooks or COWs for their classrooms.

CSI: Based on Technology inventory - CSI has a total of 250 chrome books for students and 20 panels and Doc cameras for all core subject teachers. Based on this inventory - there are only 50 mice that are functional - need is for every student on the campus to have one. Also, based on inventory, there are curenly 20 headphones that are currently being used - need identified would be for every student on the campus to be able to utilize a set of headphones.

CSE: Il 9 first grade classrooms are provided with an iPad cart of mini iPads. These carts do not have sufficient devices for every student in class and are at least five years old. These

sets of ipads are from another campus that got updated devices therefore handing down extras to the lower grades. The iPads do not have up to date software needed for blended instruction and are too old to install needed software updates. Some of the iPads in the carts are non-functional and have not been replaced therefore 1 to 1 online use is not provided. There are currently 9 first grade teacher laptops and Cleartouch Interactive Boards. There are 5 large iPads available for teacher use therefore we are lacking 4 teacher iPads. We lack up to date ipads, web cameras, microphones, mice, mouse pads, headphones and wireless keyboards in order for distance learning to be successful. More staff development is needed for the integration of technology. 2nd and 3rd grade needs for Hardware needs include the following, but not limited to : webcams, microphones, mice, mouse pads, headphones, Wireless keyboards, Hover cams with scanning and recording capabilities. To prepare for our blended learning experiences, STAAR re-design, student achievement we need to equip our classrooms with the needs identified.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): CSCISD community access to 21st century digital tools is limited due to social economic factors. **Root Cause:** CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Priority Problem Statements

Problem Statement 1: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 1: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district's overall reading scores show that 57% are below grade level.

Root Cause 2: Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 3: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: CSCISD community access to 21st century digital tools is limited due to social economic factors.

Root Cause 4: CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Problem Statement 4 Areas: Technology

Problem Statement 5: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement.

Root Cause 5: We must determine a better way of encouraging all parents to become more involved

Problem Statement 5 Areas: District Culture and Climate - Parent and Community Engagement

Problem Statement 6: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants.

Root Cause 6: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization.

Root Cause 7: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams.

Root Cause 8: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Scores are low, which results in a low accountability rating.

Root Cause 9: Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: CSCISD is committed to ensure safety and security of all students, parents, and staff.

Root Cause 10: Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 10 Areas: District Context and Organization

Problem Statement 11: The district has not leveraged diverse stake holders to review current SEL practices.

Root Cause 11: Lack of proactive approach toward special population student needs.

Problem Statement 11 Areas: District Culture and Climate - Curriculum, Instruction, and Assessment

Problem Statement 12: District staff across various departments lack consistent training and professional development opportunities, resulting in gaps in knowledge, skills, and best practices necessary to effectively support schools, teachers, and students. The lack of adequate training limits staff capacity to adapt to new technologies, state and federal compliance requirements, and evolving educational needs.

Root Cause 12: There is no comprehensive, district-wide professional development plan tailored to the specific needs of different departments and roles, leading to uneven training experiences.

Problem Statement 12 Areas: District Context and Organization

Problem Statement 13: The district is working to strengthen adherence to safety protocols and procedures across schools and departments to ensure a safe and secure environment for staff, students, parents and visitors.

Root Cause 13: The district is working to standardize safety training across all schools and departments to ensure consistent awareness and understanding of proper safety procedures. Additionally, there is a focus on introducing ongoing refresher courses to reinforce knowledge and keep staff updated on the latest safety policies and potential threats.

Problem Statement 13 Areas: District Culture and Climate

Problem Statement 14: A significant portion of district staff has not participated in safety and security training, with only 41% stating they have attended. This gap in training and communication creates potential risks in effectively responding to emergencies.

Root Cause 14: Safety and security training may not be consistently available or prioritized across the district, leading to varying levels of staff participation.

Problem Statement 14 Areas: District Culture and Climate

Problem Statement 15: There is a lack of confidence among staff in reporting safety concerns, as only 46.6% feel comfortable doing so, while 38.2% express discomfort.

Root Cause 15: There may be limited emphasis on fostering a culture of open communication and safety awareness, contributing to lower levels of comfort in reporting issues.

Problem Statement 15 Areas: District Culture and Climate

Problem Statement 16: The current system for managing and implementing federal requirements (supplemental) Plan lacks centralized tools for tracking, monitoring, and reporting, leading to delays in compliance with federal requirements, inefficient use of resources, and difficulty in ensuring data-driven decision-making

Root Cause 16: There is no unified platform to collect, organize, and track CIP-related data across departments, leading to inefficiencies in reporting and updating.

Problem Statement 16 Areas: District Context and Organization

Problem Statement 17: There is a lack of consistent and effective communication between parents and staff, as indicated by the recent district communication survey, where a significant portion of parents reported difficulties reaching staff and receiving timely responses. This communication gap hinders parent engagement and may contribute to misunderstandings or delays in addressing student needs. Parent square .

Root Cause 17: Some staff members may still rely heavily on traditional communication methods, such as phone calls or voicemails, while parents are more responsive to digital communication channels.

Problem Statement 17 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals



Revised/Approved: October 15, 2024



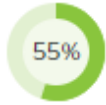
Goal 1: CSCISD by 2025 will have all campuses rated at a minimum at a B on state accountability.


Performance Objective 1: Performance Objective: By May 2025 all campuses will develop district wide vertically aligned ELAR & math curricula.
Target: CSCISD will develop a systematic approach to deliver ELAR & Math TEKS across campuses, with an emphasis on all sub-populations.

High Priority

Evaluation Data Sources: STAAR, EOC, TELPAS, PBMAS, TAPR, STAR 360

Strategy 1 Details	Reviews			
<p>Strategy 1: The CSCISD ELAR team will continue to unpack the new TEKS and align the new curriculum in core areas with TEKS Resource System (TRS).</p> <p>Strategy's Expected Result/Impact: By May 2025, 60% of all students will be at meets in State Accountability in ELAR. Review at DAT - November 2024 and April 2025.</p> <p>Staff Responsible for Monitoring: Curriculum Office</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train instructional staff in TEKS Resource System, to include the Year At A Glance Document (YAG) & Instructional Focus Document (IFD) Planning Guide, TEKS Implementation Guides & PK Framework</p> <p>Strategy's Expected Result/Impact: 100% of core teachers will be trained on TRS and utilize the curriculum to drive their instruction.</p> <p>Staff Responsible for Monitoring: Curriculum Director</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Train instructional staff in the Gradual Release of Responsibility Framework. (GRR)</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be trained on GRR framework and will utilize their instructional delivery.</p> <p>Staff Responsible for Monitoring: Curriculum Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Curriculum Specialists, Campus and district administration will receive and attend professional development. The campus will utilize curriculum specialists to provide coaching and training opportunities for classroom teachers to address closing the achievement gaps for identified students and addressing comprehensive needs assessment.</p> <p>Strategy's Expected Result/Impact: By July of 2025, STAAR Results will increase 5% each year as per State Accountability Rating</p> <p>Staff Responsible for Monitoring: Campus Administration C & I Director Federal Programs Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries - Title I Part A Allocation - \$232,000, Travel- Curriculum Specialist(Summit Leadership/TCEA,CAMT,CAST,ESC 20, TEKSCON,CEC) - Title I Part A Allocation - \$37,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Train instructional staff in the writing process to align with the new ELAR TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of ELAR teachers will utilize the strategies to improve g scores on STAAR/EOC Redesign by 10% from the previous year.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Director Federal Programs</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Contract Services - Tosh McGaully - Title I Part A Allocation - \$5,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Refresh campus instructional technology devices on a rotating basis and any maintenance that is required on a yearly basis</p> <p>Strategy's Expected Result/Impact: campus technology devices will be maintain annually and refreshed on a rotating basis</p> <p>Staff Responsible for Monitoring: Technology Director</p> <p>Principals</p> <p>Funding Sources: Technology - Local - \$42,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide tier 2 and tier 3 math and reading intervention to the students identified as per at-risk identificaiton.</p> <p>Strategy's Expected Result/Impact: At the end of 2025 school year, student MOY and EOY formal assessment data will show one year's growth in mathematics and reading.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Director</p> <p>Principals</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Intervention Program - Amplify. EMAT funds - Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide dyslexia program, Reading by Design to students identified with dyslexia across the district.</p> <p>Strategy's Expected Result/Impact: By the end of 2025 school year, students identified with dyslexia will show one year growth in Reading in their MOY and EOY formal assessment data.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Principals</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Reading By Design resources - Local - 199 - \$1,700, Miscellaneous Operating Costs - Local - 199 - \$2,000, Travel, Training - Local - 1991 - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide a supplemental intervention program to close the achievement gaps and meet the challenging state academic standards in reading and math.</p> <p>Strategy's Expected Result/Impact: By June 2025, 75% of students utilizing the Age of Learning & Newsela will have an increase of 5% on STAAR scores.</p> <p>Staff Responsible for Monitoring: Principals Federal Program Director Curriculum Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Age of Learning - Title I Part A Allocation - \$35,000, Newsela - Title I Part A Allocation - \$33,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Identified and referred students for GT will participate in the Project Based Learning showcase during the school year. Teachers will be provided with staff development and planning time. Students will complete PBL projects to feature on the campus GT web page.</p> <p>Strategy's Expected Result/Impact: 100% of identified gifted and talented students by May of 2025 will e participate in the Fall and Spring PBL showcase.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus G/T ELA teachers (1st - 6th) and 7th - 12th (Social Studies)</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Showcase, supplies, awards - General Fund - \$6,100</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Continue to utilize math supplemental curriculum for grade K-5th.</p> <p>Strategy's Expected Result/Impact: By May 2025, the identified grade levels will achieve 80% of program benchmarks</p> <p>Staff Responsible for Monitoring: Principals Curriculum Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Sharon Wells - Title I Part A Allocation - \$32,100, Sharon Wells - Travel - Title I Part A Allocation - \$9,276, Pearlized Math - Title I Part A Allocation - \$18,200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Highly effective staff monitor Credit Recovery/Math lab at JH/HS to assist and provide prescriptive learning paths for students.</p> <p>Strategy's Expected Result/Impact: Provide highly effective staff for students in Credit Recovery for at least 75% of the classes provided.</p> <p>Staff Responsible for Monitoring: Principals Federal Programs Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p> <p>Funding Sources: Personnel - State Compensatory Education - \$85,000, substitutes - State Compensatory Education - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: For students in DAEP/ School of Choice staff will instruct students not mastering (CSI/JH/HS).</p> <p>Strategy's Expected Result/Impact: By June of 2025, 50% of all students inWLA/ DAEP/ School of choice will recover credits and there will be a 5% increase in not mastering Benchmarks/CBA's in Reading/Math/English/ Algebra I</p> <p>Staff Responsible for Monitoring: DAEP Administrator, Student Services Director Federal Programs Director Principals</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Salaries - Wildcat Academy - State Compensatory Education - \$151,616, Substitutes - State Compensatory Education - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14 Details	Reviews			
<p>Strategy 14: District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis and comprehensive needs assessment. Strategy will address closing the achievement gaps for identified students. Campus committees will meet to review data and needs assessment.</p> <p>Strategy's Expected Result/Impact: 100% of campuses and district will complete CIP/DIP utilizing Plan 4Learning by October 2025. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.</p> <p>Staff Responsible for Monitoring: Federal Programs Director Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies) - Title IV (transferred to Title 1 - 100% - \$7,850, ACET Conference - State Compensatory Education - \$6,000, McKinney Vento Conferences/workshops - TEHCY - \$5,000, Needs assessment committee meetings - Title I Part A Allocation - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, paras and administrators. Strategy will address closing the achievement gaps for identified students</p> <p>Strategy's Expected Result/Impact: 75% of identified at-risk students will receive interventions by June of 2025 and campus administrators and directors will complete SCE Evaluation by June of 2025.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum Director Federal Programs Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay - State Compensatory Education - \$350,000, CSI Interventionist - Title I Part A Allocation - \$55,000, Instructional Supplies - interventionist - State Compensatory Education - \$15,000, Region 20 PD - Title I Part A Allocation - \$3,600, Substitute pay - State Compensatory Education - \$19,000, Title I Teachers - Title I Part A Allocation - \$250,000, Sstitutes - Title I Part A Allocation - \$30,000, Travel - CSE Interventionist & CSI interventionist - State Compensatory Education - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
<p>Strategy 16: McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students. MV Vento part-time Liaisons will assist in working with outside agencies, such as Head Start, Programs, the Migrant Programs, school programs such as IDEA and CTE - along with the CCMR Coordinator.</p> <p>Strategy's Expected Result/Impact: As a result of monitoring, 90% of McKinney Vento identified students will be on track to graduate with their cohort by June 2025.</p> <p>Staff Responsible for Monitoring: Principal McKinney-Vento liaison/secretary - CCMR Coordinator Campus Counselors Curriculum - data/attendance/grades</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Travel - Title I Part A Allocation, Professional Development - Title I Part A Allocation, Salaries - tutoring/transportation - Title I Part A Allocation - \$10,000, ARP Homeless grant - clothing, supplies and hygiene items, food - ARP Homeless Grant II - \$42,000, TEHCY - supplies/travel required conferences - TEHCY - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: New teachers to the district, to include permanent substitutes on an agreement will be part of a research based teacher comprehensive mentor program. First and second year teachers to the district will be part of the comprehensive mentor program.</p> <p>Strategy's Expected Result/Impact: By May of 2024, 100% of new teachers and permanent substitutes on an agreement will be part of the teacher comprehensive mentor program (Riley and Presley Education Associates). Decrease in turnover rate by 2%. MOY and EOY surveys will be completed by mentees and mentors by June of 2024.</p> <p>Staff Responsible for Monitoring: Principals Director of HR</p> <p>Equity Plan</p> <p>Funding Sources: Mentor Program contract - Title I Part A Allocation - \$16,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18 Details	Reviews			
<p>Strategy 18: The District Curriculum & Instruction Office will provide curriculum specialists support at all campuses.</p> <p>Strategy's Expected Result/Impact: By June of 2025 Curriculum specialists will track the number of visits or support hours at each campus using a tracking log.</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Principal</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Curriculum Specialists - Title I Part A Allocation - \$150,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 19 Details	Reviews			
<p>Strategy 19: Provide summer school/extended year for all district students not meeting standards set by district to assist students in closing the gaps for identified at risk students - allow for teacher planning (review of data) of all students attending summer school.</p> <p>Strategy's Expected Result/Impact: 100% of students will continue to receive support /supplies for summer school by June 2025. 100% of teachers will provide a narrative/evaluation of summer school using their data (attendance/pre-post assessment) during the last day of summer school (lunch will be provided to complete all the documentation needed).</p> <p>Staff Responsible for Monitoring: Campus Admins Special Education Director Federal Programs Director Curriculum Director</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Personnel (new summer school rate) - State Compensatory Education - \$30,000, Instructional Supplies - State Compensatory Education - \$10,000, Salaries - Title I Part A Allocation - \$200,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: A full-time paraprofessional will monitor credit recovery lab at HS to assist students who need prescriptive learning paths. A full-time paraprofessional will monitor math lab at JH to assist students who need prescriptive learning paths.</p> <p>Strategy's Expected Result/Impact: Provide a full-time paraprofessional for at least 75% of classes for credit recovery</p> <p>Staff Responsible for Monitoring: Principal Fed Programs Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Salaries - State Compensatory Education - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 21 Details	Reviews			
<p>Strategy 21: Certified bilingual/ESL teachers will be provided stipends to recruit and retain them in the district</p> <p>Strategy's Expected Result/Impact: By June 2025, 100% of Bilingual/ESL staff will be certified to teach our Emergent Bilingual population.</p> <p>Staff Responsible for Monitoring: Bilingual Director HR Director</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Personnel Salaries - LCFF - Supplemental</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 22 Details	Reviews			
<p>Strategy 22: Teachers will be provided opportunities to maintain or attain certification through alternative certification, GT certification, Bilingual/TEXES testing to ensure all staff are meeting highly effective requirements and making efforts to retain staff</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of teachers will be provided opportunities to maintain or attain certification requirements</p> <p>Staff Responsible for Monitoring: HR Director GT Director Bilingual Director</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 23 Details	Reviews			
<p>Strategy 23: Curriculum Specialists will attend professional development and help with planning at both the district and campus level to address closing the achievement gaps for identified students and other core subject areas.</p> <p>Strategy's Expected Result/Impact: By June 2025, district will see an increase of 50% in use of TRS system to assist in classroom instruction and lessons and an overall 5% increase in district STAAR scores.</p> <p>Staff Responsible for Monitoring: Curriculum Director Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24 Details	Reviews			
<p>Strategy 24: Campus LPAC committees will utilize programs designed to analyze data for specific students to close the achievement gaps; purchase and utilize LAS, the TEA approved instrument for testing qualified students</p> <p>Strategy's Expected Result/Impact: 100% of campuses will utilize LAS for bilingual/ESL testing and SuccessEd for LPAC meetings held throughout the school year</p> <p>Staff Responsible for Monitoring: Bilingual Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: LAS testing materials - Bilingual Education - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 25 Details	Reviews			
<p>Strategy 25: District will hold meetings, trainings and planning sessions in preparation for GT Project Based Learning showcase in the fall and in the spring to display work on PBL projects</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of GT students will display and interpret their PBL project at the GT showcase</p> <p>Staff Responsible for Monitoring: GT Director Curriculum Director Campus Admins</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Building Rental Fees - Gifted and Talented - \$250, Supplies and Materials - all campuses - Gifted and Talented - \$12,100, Refreshments/Snacks (showcase) - Gifted and Talented - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 26 Details	Reviews			
<p>Strategy 26: Provide teachers GT 5-day professional development training and 6 hour GT update</p> <p>Strategy's Expected Result/Impact: By December 2024, 100% of teachers needing GT update and full 5-day initial training will be completed</p> <p>Staff Responsible for Monitoring: GT Director Curriculum Director Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: GT Training - Gifted and Talented</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 27 Details	Reviews			
<p>Strategy 27: CSCISD will continue its SSA with Region 20 ESC for Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement which provides supplemental resources to districts/charters to help ensure that children who are Emergent Bilinguals attain English proficiency at high levels in academic subjects and can meet state achievement performance standards. It is intended to benefit students who are Emergent Bilinguals, including immigrant children and youth.</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of resources/activities are allocated to ensure ELL students can meet state standards</p> <p>Staff Responsible for Monitoring: Bilingual Director Campus Admins CFO</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Title III - Bilingual Education</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 28 Details	Reviews			
<p>Strategy 28: Certification testing fee and associated expenses (for Texas ESL and/or bilingual certification tests only; teachers must have been provided training in preparation for these certification tests as part of the comprehensive PD plan)</p> <p>Strategy's Expected Result/Impact: 100% of our teachers in a bilingual/ESL classroom setting will be fully certified by June 2025.</p> <p>Staff Responsible for Monitoring: Bilingual Ed Director Human Resources Director Principal</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Bilingual Education Allotment - Bilingual Education - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 29 Details	Reviews			
<p>Strategy 29: Teachers who service bilingual/ESL students will be provided staff development in area of Bil/ESL, content based learning instruction and strategies to help the Bil/ ESL student be successful in L2.</p> <p>Strategy's Expected Result/Impact: By May of 2025, 100% of those teachers who service Bil/ESL students, will receive professional development to ensure they are following the early exit content-based model of instruction and know how to carry out the most effective strategies.</p> <p>Staff Responsible for Monitoring: Bilingual Ed. Director Principal</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Bilingual Ed. Allotment - Bilingual Education - \$3,300</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 30 Details	Reviews			
<p>Strategy 30: Curriculum Specialists will provide training to teachers as indicated by campus needs assessment or campus administration to ensure instruction is delivered appropriately and to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: By June 2025, 100% of teachers will be trained on programs and software CSCISD utilizes.</p> <p>Staff Responsible for Monitoring: Curriculum Director Instructional Officers, Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Title I (salaries) - Title I Part A Allocation - \$165,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 31 Details	Reviews			
<p>Strategy 31: Bilingual/ESL teachers will receive training on the use of digital technology tools helpful for use in preparation for TELPAS testing</p> <p>Strategy's Expected Result/Impact: By December 2024, all Bilingual/ESL teachers will receive training on the available technology tools/programs (SUMMITK12) to utilize with Emergent Bilingual students in preparation for TELPAS</p> <p>Staff Responsible for Monitoring: Bilingual Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: ESC 20 Training - Bilingual Education - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 32 Details	Reviews			
<p>Strategy 32: All CSCISD K-3 teachers and principals will successfully complete Reading Academies as required by HB3</p> <p>Strategy's Expected Result/Impact: By June 2025, all new K-3 teachers and administrators will complete Reading Academies</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Principal</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Region 20 ESC schedule of training dates - Local - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 33 Details	Reviews			
<p>Strategy 33: CSCISD will adopt K-3 phonics curriculum that uses systematic direct instruction, incorporates the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2.</p> <p>Strategy's Expected Result/Impact: By October 2025, CSCISD K-2 teachers will utilize a phonics curriculum as required by HB 3</p> <p>Staff Responsible for Monitoring: CSE Principal Curriculum Director</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Phonics Curriculum-Saxon Phonics - Local - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 34 Details	Reviews			
<p>Strategy 34: All technology software and licensing renewals will be updated on a yearly basis for all campuses and sub groups.</p> <p>Staff Responsible for Monitoring: Technology Director</p> <p>Funding Sources: Testhound Renewals - Local - \$6,000, Microsoft - Local - \$18,500, Edgenuity Renewal 6-12 (Intermediate \$5000, JH \$20000, HS \$30000) - Local - \$50,000, Eduphoria Renewal \$400 per campus (Lead4ward) - Local - \$1,600, Lead4ward \$400 per campus - Local - \$1,600, Google suite for classrooms (district wide) - Local - \$7,200, See Saw for Schools - Local - \$3,300, Anti-Virus - Local - \$21,000, SchoolMessenger - Local - \$5,239, Content Filter - Local - \$13,046, Funds for Learning E-Rate Manager - Local - \$600, Website Renewal - Local - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 35 Details	Reviews			
<p>Strategy 35: Bilingual teachers will receive yearly training on topics pertinent to certification and supplies to assist with instruction for all bilingual students. Supplies for required summer school bilingual program (120 hours) will be provided.</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of bilingual teachers in the district will receive annual professional development aligned with bilingual topics resulting in a 10% increase in language proficiency measured by TELPAS and a 5% increase in meeting or exceeding grade-level expectations in STAAR RLA..</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: \$4000 bilingual headsets; \$600-Summer bilingual program; \$800 per teacher-HS; \$350 per teacher-JH; \$200 per teacher-CSI; \$240 per teacher-CSE (bilingual certified teachers only) - Bilingual Education - \$9,300, Supplies - State Compensatory Education, Summer School - Title I Part A Allocation</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 36 Details	Reviews			
<p>Strategy 36: CTE teachers will plan during summer on identified needs to review scope and sequence, review updates on industry-based certifications, unpack the TEKS, and create instructional plans. CTE teachers will review areas of certification for students and plan accordingly, to make sure all certifications and instructional supplies match the industry based certifications.</p> <p>Strategy's Expected Result/Impact: 75% of the CTE teachers will participate in the summer planning to review CCMR student results and plan accordingly. CTE certifications will increase by 10%.</p> <p>Staff Responsible for Monitoring: District CTE Director Campus Principal Campus Lead CTE Teacher</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Travel - Campus and District - CTE (Local) - \$7,000, Career Fairs - CSE/CSI/JH/HS - CTE (Local) - \$600, Career Center - CTE (Local) - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 37 Details	Reviews			
<p>Strategy 37: Provide CPI training to designated district staff to increase more positive behavior supports and lessen disciplinary count.</p> <p>Strategy's Expected Result/Impact: By the end of 2025 school year, the district disciplinary count will decrease by 10%.</p> <p>Staff Responsible for Monitoring: SPED Director Principals</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: CPI Trainers manual, recipients' manuals - Local - 199 - \$2,875</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 38 Details	Reviews			
<p>Strategy 38: Campus and District Administrators and instructional officers will receive professional development on legislative updates, district procedures, and other items as per the information received. Campus and district administrators will be provided time to review all data for STAAR/EOC, plan for a plan for remote conferencing, and data review to include learning loss/gains made.</p> <p>Strategy's Expected Result/Impact: By June of 2025, 85% of students will increase 5% on Benchmark results and STAAR/EOC results. Campus and district administrators will attend PD - will share training - to include agendas/sign-in sheets/evaluation of training, will attend Summit Leadership to review/discuss needs assessment.</p> <p>Staff Responsible for Monitoring: Campus & District Administrators</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: travel - federal programs/campus admin/summit leadership - Title I Part A Allocation - \$20,000, Region 20 contracts - Professional training for both campus and district administrators - Title I Part A Allocation - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 39 Details	Reviews			
<p>Strategy 39: All campuses will implement acceleration assistance to those students who did not meet standards on state assessments in order to fulfill HB4545.</p> <p>Strategy's Expected Result/Impact: Students will achieve 60% Meets and show improvement in the tested areas of STAAR/ EOC.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum Director, Teachers</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 40 Details	Reviews			
<p>Strategy 40: Teachers will participate in the PDSC cooperative through ESC20.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will use Professional Development Series Cooperative by June 2025.</p> <p>Staff Responsible for Monitoring: Curriculum Director Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: PD Cooperative - Title V - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 41 Details	Reviews			
<p>Strategy 41: All campuses will participate in the ESC20 Educational Resources cooperative, GT cooperative , Bilingual and Counselor cooperative.</p> <p>Strategy's Expected Result/Impact: By June 2025, 100% of teachers will utilize the resources within the cooperatives - will collect certifications.</p> <p>Staff Responsible for Monitoring: Curriculum Director Principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: ESC20 commitment contract - General Fund - \$2,500, Counselor Cooperative - Title V - \$7,200, Living Science Cooperative - Title V - \$7,200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 42 Details	Reviews			
<p>Strategy 42: Federal/SCE Programs, At-Risk Counselor/Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. Training will need to be provided to newly hired secretary in all aspects of the federal and state programs.</p> <p>Strategy's Expected Result/Impact: By June of 2025, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership, and conferences attended. Newly hired secretary will receive training in all programs (limited to, any program assigned to the office) to include both federal and state.- Federal Programs Director will attend director's meeting, attend 806 technologies training, ACET Conference and share at cabinet meetings. Region 20 technical difficulty assistance.</p> <p>Staff Responsible for Monitoring: Federal/SCE Programs Director</p> <p>Problem Statements: District Context and Organization 2</p> <p>Funding Sources: Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors - Title I Part A Allocation - \$23,000, Mileage included in all Travel/registration Federal Programs Director/ Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federal programs. Liaisons(s) - Title I Part A Allocation - \$10,000, ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary - State Compensatory Education - \$6,000, Supplies/resources - State Compensatory Education - \$8,000, Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors - Title II (transferred to Title 1 - 100%) - \$11,923, 806 Technologies conference and training - Title I Part A Allocation - \$4,500, Federal Programs Technical Assistance - Title I Part A Allocation - \$7,200</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 43 Details	Reviews			
<p>Strategy 43: Provide a data management system to all schools to track compliance of services for SPED, and 504 students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, there will be 100% compliance with local, state, and federal regulations.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Success ED program - Local - 199 - \$11,360</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 44 Details	Reviews			
<p>Strategy 44: All Campus testing coordinators, Curriculum, Technology and Sped Directors will receive training through the Texas Assessment Conference.</p> <p>Strategy's Expected Result/Impact: 100% of CTCs and Directors will be trained on the new and updated testing rules/laws and procedures to be implemented in this year's STAAR/EOC test.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Director</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Texas Assessment Conference/Travel - Title IV (tra)nsferred to Title 1 - 100% - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 45 Details	Reviews			
<p>Strategy 45: At the request of principals, curriculum specialists will be available on all campuses on Monday thru Friday to assist with increasing teacher capacity and work with new teachers or teachers in need of assistance at the campus as designated by the campus leadership..</p> <p>Strategy's Expected Result/Impact: By May 2025, increase in teacher capacity and support of new or struggling teachers impact evidence by a 15% increase in teacher capacity, 20% reduction in intensive support and 20% improvement in instructional practices through walk throughs, observations and evaluations.</p> <p>Staff Responsible for Monitoring: C & I Director Principals</p> <p>Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Curriculum Specialists Salaries - Title I Part A Allocation</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 46 Details	Reviews			
<p>Strategy 46: Provide sensory rooms in all campuses to support SPED students academic and social development.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, special education students will improve in their academic and social skills by a 5% decrease in negative behaviors.</p> <p>Staff Responsible for Monitoring: SPED teachers principals SPED Director</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: - Special Education - 225 - \$8,200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 47 Details	Reviews			
<p>Strategy 47: Provide Special Olympics participation opportunities to our SPED students, ensuring they will have necessary attire, and meals.</p> <p>Strategy's Expected Result/Impact: By May 2025, 100% of qualifying SPED students will participate in Special Olympics.</p> <p>Staff Responsible for Monitoring: SPED teachers principals SPED Director</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Special Olympics attire, meals - Local - 199 - \$5,599</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 48 Details	Reviews			
<p>Strategy 48: K-2 Literacy Initiative: ESC20 will be working with our bilingual teachers doing classroom observations and attendance at PLC's to create and monitor K-2 Literacy Plan.</p> <p>Strategy's Expected Result/Impact: Stronger foundational skills in reading for bilingual students in acquiring L2 effectively and increase teacher capacity in utilizing the early exit transition model</p> <p>Staff Responsible for Monitoring: Elementary Principal C&I Director</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>
Student Achievement
<p>Problem Statement 1: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. Root Cause: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).</p>
<p>Problem Statement 2: The district's overall reading scores show that 57% are below grade level. Root Cause: Lack of the district's coordinated effort to understand the science of reading.</p>
<p>Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>

District Culture and Climate

Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Problem Statement 1: Scores are low, which results in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

District Context and Organization

Problem Statement 2: District staff across various departments lack consistent training and professional development opportunities, resulting in gaps in knowledge, skills, and best practices necessary to effectively support schools, teachers, and students. The lack of adequate training limits staff capacity to adapt to new technologies, state and federal compliance requirements, and evolving educational needs. **Root Cause:** There is no comprehensive, district-wide professional development plan tailored to the specific needs of different departments and roles, leading to uneven training experiences.





Goal 2: CSCISD by 2025 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.

Performance Objective 1: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: District finance officials will support campuses on managing campus budgets and provide training if needed. Strategy's Expected Result/Impact: By June of 2025 all campus staff will be provided with support on managing campus budgets - provide sign-in sheet and agendas. Staff Responsible for Monitoring: Chief finance officer</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols. Strategy's Expected Result/Impact: By February of 2025 100% of staff will be given guidance on how to monitor campus activity funds, guidelines, and a copy of agenda and sign-in sheets will be kept. Staff Responsible for Monitoring: Chief finance officer</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CSCISD will complete income survey for 100% of the student population to determine economically disadvantaged population Strategy's Expected Result/Impact: Completion of survey to determine free and reduced lunch Staff Responsible for Monitoring: Food and nutrition director and CFO Funding Sources: Nutrilink - Local - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide initial evaluations and re-evaluations to students to help them meet and exceed academic and functional standards.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, 100% of students evaluated will receive appropriate instructional services and setting.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: OT & PT evaluations and re-evaluations - Local - 199 - \$49,000, LSSP evaluations & re-evaluation - Local - 199 - \$3,600, LSSP evaluations & re-evaluation - Special Education - 224 - \$48,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide low vision evaluation and travel to students to help them meet and exceed academic goals.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, 100% of students evaluated will receive appropriate instructional services and setting.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Evaluation and travel - Local - 199 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide AI and VI services to students to increase student academic achievement and social well-being.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, 100% of AI and VI students will be served in the appropriate instructional setting with necessary services.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: MOU agreement, travel - Local - 199 - \$41,900</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide Child Find ads in local agencies to meet district obligation of identifying students who may need special education and 504 services from birth -21 years old.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-20245 school year, the district will be 100% in compliance with state/federal regulations.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Ads, fliers - Local - 199 - \$800</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide Medicaid/SHARS reimbursement for students eligible to receive services as stated in their IEP.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, school services provided through Medicaid/SHARS will serve 100% of Medicaid eligible students.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Medicaid eligibility - Local - 199 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 100% of the districts sub populations have not met the academic acheivement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>
Student Achievement
<p>Problem Statement 2: The district's overall reading scores show that 57% are below grade level. Root Cause: Lack of the district's coordinated effort to understand the science of reading.</p>
<p>Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>

Goal 3: CSCISD by 2025 will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

Performance Objective 1: Develop and execute a District Plan for systemic SEL implementation

High Priority

Evaluation Data Sources: survey results
discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief-informed and trauma-informed interventions, practices, crisis management, and suicide prevention strategies, bullying and violence resolution and conflict resolution.</p> <p>Strategy's Expected Result/Impact: By June of 2025, 100 % of the comprehensive counseling program will be completed and shared at each campus.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Travel/Conferences - Title IV (transferred to Title 1 - 100% - \$8,000, Contracts - Region 20 technical difficulty - Title IV (transferred to Title 1 - 100% - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District and campus staff will be updated on 1) Violence Prevention, suicide, dating violence, bias training and sexual harassment prevention. 2) Bullying Prevention 3)Sexual Harassment is required & provided to staff members.</p> <p>Strategy's Expected Result/Impact: By June of 2025 the District staff will have opportunity for online training on: 1) Violence Prevention: Centers for Disease Control which includes suicide, dating violence and sexual harassment prevention. 2) Bullying Prevention including a link for anonymous reporting. 3)Online training for Suicide Prevention and Sexual Harassment was required & provided to staff members in September. Sign-In Sheets and Agendas 4. Reporting procedures and guidelines for students that are victims of dating violence: Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p> <p>Staff Responsible for Monitoring: HR Director</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Pregnancy Related Services will be provided to students both on/off campus support and Comprehensive Education Home Instruction.</p> <p>Strategy's Expected Result/Impact: By June of 2025, 100% of Pregnancy Related Services that include on/off campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Director</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Supplemental Pay - State Compensatory Education - \$4,000, Travel - State Compensatory Education - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By May of 2025, 100% of CSCISD campuses will implement a minimum of 4 family Nights along with all other required meeting and trainings such as (Title I, STAAR nights, report card conferences/night, etc.) that will focus on fun hands on activities that they can do with their children at home. Each family event will provide parents with a light meal or snack. According to the School-Parent Compact and the School Parental Involvement Policy Documentation and Evaluation checklist, we are required to post the school compact and parental involvement policies in the district website and is available at each campus front office. CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible Childcare and transportation will be provided for these events. FPSC will attend training/conferences to assist all campuses and district with family engagement (e.g.. ACET Fall and Springs , Parent and Family State Conference, Family Engagement updates and best practice trainings.)</p> <p>Strategy's Expected Result/Impact: By June of 2025 there will be a 10% increase in parent participation at parent and family engagement events.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Funding Sources: books and supplies - Title I Part A: Parent Involvement - \$2,000, para-professionals (Childcare & transportation) - Title I Part A: Parent Involvement - \$1,500, personnel salaries (not to be included in the 1% of Family Engagement District required allowance) - Title I Part A: Parent Involvement - \$55,000, food \$ 1,500 - Local - 199-61 - \$6,000, Travel for ACET Fall - Title I Part A: Parent Involvement - \$1,500, Supplies/resources for family engagement events - Title V - \$2,000, Travel for Fall Parent conference Coordinator and parent - Title I Part A: Parent Involvement - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: McKinney Vento/ District Liaison will attend training to provide assistance to identified students</p> <p>Strategy's Expected Result/Impact: By December of 24 and June 25 100% of McKinney Vento students will be serviced with tutoring, school supplies, back packs, student assessment - college level entrance, dual credit, and transportation.</p> <p>Staff Responsible for Monitoring: CSCISD McKinney Vento Liaison</p> <p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: * transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds) - Title I Part A Allocation - \$9,000, *travel/conferences - TECHY Grant - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: By June of 2025 the Federal Programs Service Coordinator will offer two summer parent and family engagement spectaculars for all grade levels. A target increase of 10% from the previous summer spectacular parent participation. The spectacular will offer hands on activities that parents can take home and work with their child at home throughout the summer. Author and books will be provided to assist access to literacy through the summer break.</p> <p>Strategy's Expected Result/Impact: By June of 2025, there will be an increase parent participation by 10% from last year.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Funding Sources: assist parents with opportunities to learn hands-on activities that can help their children learn at home - Title I Part A: Parent Involvement - \$3,000, book author - Title I Part A: Parent Involvement - \$2,000, professional employee salaries - Title I Part A: Parent Involvement - \$5,000, supplies - Title I Part A: Parent Involvement - \$250, attraction - Title I Part A: Parent Involvement - \$500, Food - Local - 199-61 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The Federal Programs Coordinator will assist Foster Care and Military connected students/guardians and will attend trainings and seminar for the continued support of the OPS population.</p> <p>Strategy's Expected Result/Impact: By June 2025 Federal Programs Coordinator will assist Foster Care student population and Military Student Population and their guardians to remove barriers and assist with educational and social needs , linking to services and supports and advocacy as needed</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: title 1 - Title I Part A Allocation</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Campuses will have campus presentations and activities in October for National Bullying Prevention month. See attached addendums district's board policy FFI (Legal) and FFI (Local).</p> <p>Strategy's Expected Result/Impact: By December 2024, 100% of campuses in the district will have presentations and activities on bullying prevention during October 2024 National Bullying Prevention Month.</p> <p>Staff Responsible for Monitoring: Campus Admins Curriculum Director</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Activities on Bullying Prevention - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: As per HB1026, CSCISD must adopt a character education program that includes the following positive character traits: courage; trustworthiness, including honesty, reliability, punctuality, and loyalty; integrity, respect and courtesy; responsibility, including accountability, diligence, perseverance, and self-control; fairness, including justice and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and school pride and gratitude.</p> <p>Strategy's Expected Result/Impact: By May 2025 100% of teachers and counselors will share usage reports at campus advisory meetings.</p> <p>Staff Responsible for Monitoring: District Directors Campus Admins Counselors</p> <p>Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 4</p> <p>Funding Sources: Character Education Program - Character Strong - Title I Part A Allocation - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: CSCISD will provide training/ Professional development for parents . The District Parent and Family Engagement Advisory Board will meet 2 times during the year - at different times to review title 1 information, discuss and adopt policy and procedures for title one adopted items.</p> <p>Strategy's Expected Result/Impact: The parents and CSCISD Federal Programs Service Coordinator will learn how to recruit new parents to attend parent and family engagement events along with learning what strategies other school implement to recruit their parents. DPAC will review twice a year ESSA expenditures and review/evaluate family engagement.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Funding Sources: Travel for parents (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - \$1,500, Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - \$1,500, Light Meal for District Parent Meeting - LCFF - Base - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Each campus will be assigned a campus police officer.</p> <p>Strategy's Expected Result/Impact: Campus police officers will follow all rule and regulations related to working in a school setting.</p> <p>Staff Responsible for Monitoring: District Chief of Police Executive Director of Safety and Security</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: By July of 2025, the school safety and security grant along with local funds will allow for all campuses to have a safe and secure learning for all students by purchasing items as per grant requirements.</p> <p>Strategy's Expected Result/Impact: 100% of grant requirements will be purchased by June of 2024. Review/Result will take place at DAT/CAT meetings of grant requirements. Grant extended by TEA.</p> <p>Staff Responsible for Monitoring: Executive Director of Safety and Security Chief Financial Officer Chief of Police Technology Director Transportation and Maintenance Director.</p> <p>Problem Statements: District Culture and Climate 2</p> <p>Funding Sources: Door-locking system, bullet proof glass, security systems that monitor and record school entrances, exits and hallways - School Safety and Security Grant - \$200,000, Knox boxes - LCFF - Base - \$3,000, visitor identification system/teacher panic alarms/classroom alarms - School Safety and Security Grant - 2nd Safety & Security Grant - \$150,000, Training/travel/consultants - Title II (transferred to Title 1 - 100%) - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 13 Details	Reviews			
<p>Strategy 13: By July of 2025, the CSCISD will implement digital surveys for the following: student, parent, and teacher compacts. Parent and Family Engagement Family Night Events will be held at their respective campus.</p> <p>Strategy's Expected Result/Impact: 100% of surveys for Parent and Family Engagement events will be digital.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Funding Sources: Ipads, cart(s), screen protectors, and IPAD covers - Title I Part A: Parent Involvement - \$15,000, IPAD Pro, screen protector, and case - Title I Part A: Parent Involvement - 211-61 - \$1,400</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: By June of 2025, there will be a 5% increase in parent attendance for trainings and conferences, including the State Parent and Family Engagement Conference.</p> <p>Strategy's Expected Result/Impact: Parents will be invited to attend the State PFE conference once a year. A 5% increase in attendance for the 24-25 school year of trainings and conferences. Parents will present learned information at DPAC meetings. Review of agenda, minutes and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Funding Sources: - Title I Part A: Parent Involvement - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Students (grades 3-12th) will participate in a student fitness program, and be evaluated on their performance.</p> <p>Strategy's Expected Result/Impact: By June of 2025 - 100% of 3rd - 12th grade students will participate in the Fitness Gram, review of student academic performance, attendance rates. SHAC Committee will review results at the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrator PE Teacher Athletic Director</p> <p>Funding Sources: Fitness Gram - Local - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Safety training will be provided for both campus and district staff.</p> <p>Strategy's Expected Result/Impact: By July of 2025, 100% of required safety staff (teams) to include Safety Director and campus admin/teams will receive training in the areas of Behavior Threat Assessment, Reunification, Active Shooter attend the Safety conference. Agendas, badge and sign-in sheets will be completed. Information will be shared at cabinet meetings and School Board Meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration Safety Director Chief of Police</p> <p>Problem Statements: District Culture and Climate 2, 3</p> <p>Funding Sources: Supplemental Pay - Title I Part A Allocation - \$3,000, Contracted Services - Region 20 - Title I Part A Allocation - \$8,000, Travel for safety conferences - Title I Part A Allocation - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Ensure all schools use a centralized, parent-friendly communication platform that allows for streamlined messaging, ensuring all parents can access the same information promptly.</p> <p>Strategy's Expected Result/Impact: By December 2024, at least 90% of CSCISD staff and parents will be using our district platform - Parent Square.</p> <p>Staff Responsible for Monitoring: Principals Communication Specialist Technology Director Family Engagement Coordinator</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Program for Communication (Parent Square) - Title I Part A Allocation - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>
Student Achievement
<p>Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions. Consistent implementation of high quality tier 1 instruction is missing.</p>

District Culture and Climate

Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

Problem Statement 2: The district is working to strengthen adherence to safety protocols and procedures across schools and departments to ensure a safe and secure environment for staff, students, parents and visitors. **Root Cause:** The district is working to standardize safety training across all schools and departments to ensure consistent awareness and understanding of proper safety procedures. Additionally, there is a focus on introducing ongoing refresher courses to reinforce knowledge and keep staff updated on the latest safety policies and potential threats.

Problem Statement 3: A significant portion of district staff has not participated in safety and security training, with only 41% stating they have attended. This gap in training and communication creates potential risks in effectively responding to emergencies. **Root Cause:** Safety and security training may not be consistently available or prioritized across the district, leading to varying levels of staff participation.

Curriculum, Instruction, and Assessment

Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward special population student needs.

Parent and Community Engagement

Problem Statement 2: There is a lack of consistent and effective communication between parents and staff, as indicated by the recent district communication survey, where a significant portion of parents reported difficulties reaching staff and receiving timely responses. This communication gap hinders parent engagement and may contribute to misunderstandings or delays in addressing student needs. Parent square. **Root Cause:** Some staff members may still rely heavily on traditional communication methods, such as phone calls or voicemails, while parents are more responsive to digital communication channels.

District Context and Organization

Problem Statement 4: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Due to social media resources available, need to make sure that all stakeholders have the correct information.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,240,646.00

Total FTEs Funded by SCE: 19.75

Brief Description of SCE Services and/or Programs

SCE Provides personnel at each campus, from para-professional to intervention teachers, Math Lab Teachers, Credit Recovery and DAEP/School Of Choice at the Wildcat Academy. Extra duty pay for Extended day is funded as well as transportation. Intervention teachers utilize programs for their at-risk identified students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Velasquez	Para-professional	0.5
Augustina Cruz	Para-professional	0.5
Cassandra Gonzalez	Teacher - Int	0.5
CSALINAS	INTERVENTIONIST	1
Darian Alvarado	Teacher	0.75
Delilah Hernandez	Para-professional	0.5
DMUNOZ	K/1ST INTERVENTIONIST	1
DRUIZ	para-professional	1
Everardo Torres	Teacher - SOC	1
ISCHELL	PARA-INTERVENTION	1
JCRUZ	PK TEACHER	0.5
Icontreras	para-professional 2nd grade	1
Marcos Rubalcava	Teacher - DAEP	1
Maria Salas	Para-professional	0.5
MCRUZ	para-professional CSI Intervention	1
MECASTRO	PK AIDE	1
Melinda Hernandez	Para - DAEP	1
OCENICEROS	PARA-DAEP	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
PRODRIGUEZ	para-professional 1ST grade	1
RESCAMILLA	CREDIT RECOVERY PARA	1
Selma Vallejo	PK Teacher	0.5
SJ MARTINEZ	PK TEACHER	1
Sylvia Perez Hiltz	Para-Professional	1
VRUBALCAVA	PK TEACHER	0.5

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

CAT teams meet four times per year at each campus to review CIP and make needed adjustments.

2.3: Available to parents and community in an understandable format and language

CIP is posted on the district website on the required postings link.

2.6: Address needs of all students, particularly at-risk

At risk counselor is needed to help service at-risk population at each campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ariana Mendoza	Teacher - PE	Title 1	1
Dorie Costilla	Math Lab	Title I	.15
EGONZALEZ	Instructional Officer	Title I	1
Evelyn Castro	Federal Programs Service Coordinator	Title I	1
Gabriella Gonzalez	Teacher - PE	Title 1 - FP	.75
Jennifer Vega	Teacher	Art - Title 1	1
Jody Bullard	Math Lab	Title I	.15
Kaydee Hellmann	Teacher - Intervention	Title 1 - FP	.15
Kayla Hernandez	Teacher - Int Math	Title 1 - FP	.15
Magda Mendiola	Teacher - Int Math	Title 1 - FP	.20
Margarito Ayala	Curriculum Specialist	Title 1`	1
Rogelio Diaz	Teacher - PE	Title 1	1
RVELASQUEZ	Instructional Officer	Title I	1
SCURIEGAS	FP DIRECTOR	TITLE 1	.50
SJHERRERA	MATH LAB	TITLE I	1

District Family Engagment Committee

Committee Role	Name	Position
Parent	Garcia Rose	Parent
Parent	Josie Champman	Parent
Parent	Jamie Cruz	Parent
Grandparent	Norma Garza	Grandparent
Parent	Camille Goulding	Parent
Parent	Maria Jimenez	Parent
Parent	Rosa flores	Parent
Parent	Martika Bustamante	Parent
Parent	Lisa Herrera	Parent
Parent	Stephany Dane	Parent
Parent	Araceli Reyes	parent
Parent	Orosco Marissa	Parent
parent	Alice Romo	Parent
Parent	Amanda Santos	SPED Parent
Parent	Assalia Garcia	SPED Parent
Parent	Rose Anna Garcia	SPED Parent
Parent	Ysenia Alfaro	parent SPED
High School	Ashton Ponce	CCMR coordinator
Administrator	Gonzalez Rey	Transportation director
Community Representative	Nichole Cody	Belong foster care coordinator
Community Representative	Roy Ortiz	Housing authority representative
Community Representative	Lucie Gonzalez	head start representative
Community Representative	Ruth Ceniseros	Violence Prevention Coordinator DCSO
Community Representative	Lora Sartuche	community member
Parent	Vicky Keen	parent
Classroom Teacher	Marisol Cardenas	Teacher
Classroom Teacher	Elizabeth Gonzalez	Teacher

Committee Role	Name	Position
Paraprofessional	Debbie Ortiz	Para-professional
Parent	Joann Ortiz	Teacher
Parent	Odulia Ortiz	Parent
Parent	Monique Lira	Parent
Parent	Margarita Rodriguez	Parent
Administrator	Campa Lisa	CSI Principle
Administrator	Veronica Garcia	CSE Principal
Administrator	Maribel Guevara	JH principle
Administrator	Cantu Joey	HS Principal
Administrator	Angelica Doak	Special Ed Director
District-level Professional	Evelyn Castro	Federal Programs Service Coordinator
Administrator	Sandra Uriegas	Federal Programs Director

District Funding Summary

CTE (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	36	Career Fairs - CSE/CSI/JH/HS		\$600.00
1	1	36	Travel - Campus and District		\$7,000.00
1	1	36	Career Center		\$500.00
Sub-Total					\$8,100.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Showcase, supplies, awards		\$6,100.00
1	1	41	ESC20 commitment contract		\$2,500.00
1	1	48			\$0.00
3	1	8	Activities on Bullying Prevention		\$0.00
Sub-Total					\$8,600.00
LCFF - Base					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Light Meal for District Parent Meeting		\$500.00
3	1	12	Knox boxes		\$3,000.00
Sub-Total					\$3,500.00
LCFF - Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	Personnel Salaries		\$0.00
Sub-Total					\$0.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	LSSP evaluations & re-evaluation	224	\$48,000.00
Sub-Total					\$48,000.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Personnel		\$85,000.00
1	1	13	Salaries - Wildcat Academy		\$151,616.00
1	1	13	Substitutes		\$7,000.00
1	1	15	Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay		\$350,000.00
1	1	15	Instructional Supplies - intervenionist		\$15,000.00
1	1	19	Instructional Supplies		\$10,000.00
1	1	19	Personnel (new summer school rate)		\$30,000.00
1	1	20	Salaries		\$30,000.00
3	1	3	Supplemental Pay		\$4,000.00
3	1	3	Travel		\$1,000.00
Sub-Total					\$683,616.00
Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Travel- Curriculum Specialist(Summit Leadership/TCEA,CAMT,CAST,ESC 20, TEKSCON,CEC)		\$37,000.00
1	1	4	Salaries		\$232,000.00
1	1	5	Contract Services - Tosh McGauly		\$5,400.00
1	1	9	Age of Learning		\$35,000.00
1	1	9	Newsela		\$33,000.00
1	1	11	Sharon Wells		\$32,100.00
1	1	11	Sharon Wells - Travel		\$9,276.00
1	1	11	Pearlized Math		\$18,200.00
1	1	14	Needs assessment committee meetings		\$6,000.00
1	1	15	CSI Interventionist		\$55,000.00
1	1	15	Region 20 PD		\$3,600.00
1	1	15	Sustitutes		\$30,000.00
1	1	15	Title I Teachers		\$250,000.00
1	1	16	Travel		\$0.00
1	1	16	Professional Development		\$0.00

Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Salaries - tutoring/transportation		\$10,000.00
1	1	17	Mentor Program contract		\$16,000.00
1	1	18	Curriculum Specialists		\$150,000.00
1	1	19	Salaries		\$200,000.00
1	1	30	Title I (salaries)		\$165,000.00
1	1	35	Summer School		\$0.00
1	1	38	Region 20 contracts - Professional training for both campus and district administrators		\$12,000.00
1	1	38	travel - federal programs/campus admin/summit leadership		\$20,000.00
1	1	42	806 Technologies conference and training		\$4,500.00
1	1	42	Federal Programs Technical Assistance		\$7,200.00
1	1	42	Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors		\$23,000.00
1	1	42	Mileage included in all Travel/registration Federal Programs Director/Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federals programs. Liaisons(s)		\$10,000.00
1	1	45	Curriculum Specialists Salaries		\$0.00
3	1	5	* transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds)		\$9,000.00
3	1	7	title 1		\$0.00
3	1	9	Character Education Program - Character Strong		\$12,000.00
3	1	16	Travel for safety conferences		\$2,500.00
3	1	16	Contracted Services - Region 20		\$8,000.00
3	1	16	Supplemental Pay		\$3,000.00
3	1	17	Program for Communication (Parent Square)		\$10,000.00
Sub-Total					\$1,408,776.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	books and supplies		\$2,000.00
3	1	4	para-professionals (Childcare & transportation)		\$1,500.00
3	1	4	personnel salaries (not to be included in the 1% of Family Engagement District required allowance)		\$55,000.00

Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Travel for Fall Parent conference Coordinator and parent		\$3,000.00
3	1	4	Travel for ACET Fall		\$1,500.00
3	1	6	assist parents with opportunities to learn hands-on activities that can help their children learn at home		\$3,000.00
3	1	6	book author		\$2,000.00
3	1	6	professional employee salaries		\$5,000.00
3	1	6	supplies		\$250.00
3	1	6	attraction		\$500.00
3	1	10	Travel for parents (meals, registration, hotel)	211-61-6299	\$1,500.00
3	1	10	Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel)	211-61-6299	\$1,500.00
3	1	13	Ipads, cart(s), screen protectors, and IPAD covers		\$15,000.00
3	1	13	IPAD Pro, screen protector, and case	211-61	\$1,400.00
3	1	14			\$2,500.00
Sub-Total					\$95,650.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	substitutes		\$6,000.00
1	1	14	ACET Conference		\$6,000.00
1	1	15	Travel - CSE Interventionist & CSI interventionist		\$12,000.00
1	1	15	Substitute pay		\$19,000.00
1	1	35	Supplies		\$0.00
1	1	42	ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary		\$6,000.00
1	1	42	Supplies/resources		\$8,000.00
Sub-Total					\$57,000.00
Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	24	LAS testing materials		\$2,000.00
1	1	27	Title III		\$0.00
1	1	28	Bilingual Education Allotment		\$1,000.00

Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	29	Bilingual Ed. Allotment		\$3,300.00
1	1	31	ESC 20 Training		\$0.00
1	1	35	\$4000 bilingual headsets; \$600-Summer bilingual program; \$800 per teacher-HS; \$350 per teacher-JH; \$200 per teacher-CSI; \$240 per teacher-CSE (bilingual certified teachers only)		\$9,300.00
Sub-Total					\$15,600.00
Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	25	Building Rental Fees		\$250.00
1	1	25	Supplies and Materials - all campuses		\$12,100.00
1	1	25	Refreshments/Snacks (showcase)		\$600.00
1	1	26	GT Training		\$0.00
Sub-Total					\$12,950.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	46		225	\$8,200.00
Sub-Total					\$8,200.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Technology		\$42,000.00
1	1	7	Intervention Program - Amplify. EMAT funds		\$0.00
1	1	8	Reading By Design resources	199	\$1,700.00
1	1	8	Travel, Training	1991	\$4,000.00
1	1	8	Miscellaneous Operating Costs	199	\$2,000.00
1	1	32	Region 20 ESC schedule of training dates		\$20,000.00
1	1	33	Phonics Curriculum-Saxon Phonics		\$25,000.00
1	1	34	Eduphoria Renewal \$400 per campus (Lead4ward)		\$1,600.00
1	1	34	Lead4ward \$400 per campus		\$1,600.00
1	1	34	Anti-Virus		\$21,000.00
1	1	34	Microsoft		\$18,500.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	34	See Saw for Schools		\$3,300.00
1	1	34	Google suite for classrooms (district wide)		\$7,200.00
1	1	34	Website Renewal		\$8,000.00
1	1	34	Edgenuity Renewal 6-12 (Intermediate \$5000, JH \$20000, HS \$30000)		\$50,000.00
1	1	34	Content Filter		\$13,046.00
1	1	34	Funds for Learning E-Rate Manager		\$600.00
1	1	34	Testhound Renewals		\$6,000.00
1	1	34	SchoolMessenger		\$5,239.00
1	1	37	CPI Trainers manual, recipients' manuals	199	\$2,875.00
1	1	43	Success ED program	199	\$11,360.00
1	1	47	Special Olympics attire, meals	199	\$5,599.00
2	1	3	Nutrilink		\$2,000.00
2	1	4	OT & PT evaluations and re-evaluations	199	\$49,000.00
2	1	4	LSSP evaluations & re-evaluation	199	\$3,600.00
2	1	5	Evaluation and travel	199	\$1,000.00
2	1	6	MOU agreement, travel	199	\$41,900.00
2	1	7	Ads, fliers	199	\$800.00
2	1	8	Medicaid eligibility	199	\$5,000.00
3	1	4	food \$ 1,500	199-61	\$6,000.00
3	1	6	Food	199-61	\$500.00
3	1	15	Fitness Gram		\$4,000.00
Sub-Total					\$364,419.00
Title II (transferred to Title 1 - 100%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	42	Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors		\$11,923.00
3	1	12	Training/travel/consultants		\$12,000.00
Sub-Total					\$23,923.00

Title IV (tra)nsferred to Title 1 - 100%					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies)		\$7,850.00
1	1	44	Texas Assessment Conference/Travel		\$3,000.00
3	1	1	Travel/Conferences		\$8,000.00
3	1	1	Contracts - Region 20 technical difficulty		\$4,000.00
Sub-Total					\$22,850.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	40	PD Cooperative		\$4,000.00
1	1	41	Counselor Cooperative		\$7,200.00
1	1	41	Living Science Cooperative		\$7,200.00
3	1	4	Supplies/resources for family engagment events		\$2,000.00
Sub-Total					\$20,400.00
School Safety and Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	12	Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways		\$200,000.00
3	1	12	visitor identification system/teacher panic alarms/classroom alarms	2nd Safety & Security Grant	\$150,000.00
Sub-Total					\$350,000.00
TECHY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	*travel/conferences		\$12,000.00
Sub-Total					\$12,000.00
ARP Homeless Grant II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	ARP Homeless grant - clothing, supplies and hygiene items, food		\$42,000.00
Sub-Total					\$42,000.00
TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	McKinney Vento Conferences/workshops		\$5,000.00
1	1	16	TEHCY - supplies/travel required conferences		\$9,000.00

TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$14,000.00

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, ostracism, or any related actions.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, unwarranted grade reductions, or any related actions. Unlawful retaliation does not include petty slights, annoyances, or any related actions.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying

	shall immediately, or by the end of the school day, notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying but no more than 20 days. If there are extenuating circumstances, the principal or designee may request an extension in order to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Carrizo Springs CISD
Job Description

Police Officer

Job Title: Police Officer*

Exemption Status/Test: Nonexempt

Reports to: Chief of Police

Date Revised: 07/17/2017

Dept./School: Assigned Campus(es)

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Qualifications:

Education/Certification:

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

Special Knowledge/Skills:

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

Experience:

Background in law enforcement or related work experience

Major Responsibilities and Duties:

Law Enforcement

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate criminal offenses that occur within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.
7. Testify in court as needed.

Consultation

- 8. Work cooperatively with other police agencies to share information and provide other assistance.

Safety

- 9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
- 10. Provide protection to or escort district personnel as needed.
- 11. Operate all equipment including firearms according to established safety procedures.

Administration

- 12. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.
- 13. Perform any other duties as assigned.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Reviewed by _____ Date _____

2024-2025 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters</u> <u>Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA</p>
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
<p>A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEes as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.</p>	<p>Staff: MEP recruiters</p>	<p>By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>E. <u>Complete COEs/ECOEes.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>

<p>F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	<p>Staff: Designated SEA Reviewers Systems Specialists</p>	<p>Within 7 working days of parent signature.</p>
<p>G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<p>H. <u>Other</u></p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact area growers within the district boundaries (ongoing)</p>
<p>B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.</p>	<p>Staff: MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA</p>	<p>Update on ongoing basis throughout the year</p>
<p>C. <u>Other</u></p>		
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)</p>

B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Program Manager/Consultants	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	TIMELINE By Aug 30

<p>incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>		
<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date:
		2024-2025	08/23/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	ESC Region 20
Date		Date Review Complete	08/23/2024

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Coordinator Consultant/Program Manager	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant/Program Manager Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> 			

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 3 Reading																		
At Approaches Grade Level or Above	2024	74%	72%	60%	*	59%	71%	-	-	-	-	36%	*	64%	43%	59%	83%	
	2023	76%	74%	74%	-	74%	*	-	-	-	*	79%	*	74%	77%	69%	*	
At Meets Grade Level or Above	2024	48%	46%	29%	*	29%	14%	-	-	-	-	14%	*	30%	24%	27%	33%	
	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*	
At Masters Grade Level	2024	21%	19%	11%	*	11%	14%	-	-	-	-	0%	*	12%	5%	10%	17%	
	2023	20%	17%	11%	-	10%	*	-	-	-	*	0%	*	11%	9%	11%	*	
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2024	70%	68%	52%	*	52%	57%	-	-	-	-	21%	*	55%	38%	50%	100%	
	2023	73%	70%	73%	-	73%	*	-	-	-	*	74%	*	71%	86%	70%	*	
At Meets Grade Level or Above	2024	42%	39%	24%	*	25%	14%	-	-	-	-	14%	*	28%	5%	24%	50%	
	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*	
At Masters Grade Level	2024	15%	13%	5%	*	4%	14%	-	-	-	-	0%	*	6%	0%	3%	17%	
	2023	19%	16%	9%	-	8%	*	-	-	-	*	11%	*	9%	9%	8%	*	
Grade 4 Reading																		
At Approaches Grade Level or Above	2024	81%	79%	78%	-	78%	*	-	*	-	*	75%	50%	77%	83%	76%	40%	
	2023	77%	76%	69%	*	68%	*	-	*	-	-	31%	*	70%	66%	63%	71%	
At Meets Grade Level or Above	2024	51%	48%	38%	-	37%	*	-	*	-	*	45%	17%	38%	37%	32%	20%	
	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%	
At Masters Grade Level	2024	23%	20%	8%	-	8%	*	-	*	-	*	5%	17%	8%	9%	8%	20%	
	2023	22%	20%	17%	*	17%	*	-	*	-	-	8%	*	18%	16%	13%	0%	
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2024	69%	64%	54%	-	54%	*	-	*	-	*	70%	33%	55%	54%	52%	20%	
	2023	71%	66%	63%	*	65%	*	-	*	-	-	46%	*	67%	50%	60%	29%	
At Meets Grade Level or Above	2024	46%	41%	26%	-	25%	*	-	*	-	*	50%	33%	27%	20%	24%	20%	
	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%	
At Masters Grade Level	2024	21%	17%	3%	-	3%	*	-	*	-	*	5%	17%	3%	3%	3%	20%	
	2023	22%	18%	10%	*	11%	*	-	*	-	-	0%	*	12%	3%	9%	0%	
Grade 5 Reading																		

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	78%	68%	*	68%	*	-	*	-	-	21%	*	71%	57%	61%	50%
	2023	81%	80%	68%	-	68%	*	-	-	-	-	38%	*	65%	79%	66%	*
At Meets Grade Level or Above	2024	55%	53%	38%	*	38%	*	-	*	-	-	14%	*	39%	33%	34%	30%
	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
At Masters Grade Level	2024	29%	27%	17%	*	17%	*	-	*	-	-	0%	*	16%	23%	12%	10%
	2023	28%	27%	17%	-	16%	*	-	-	-	-	8%	*	15%	24%	17%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	75%	71%	*	72%	*	-	*	-	-	57%	*	72%	67%	68%	60%
	2023	80%	79%	78%	-	78%	*	-	-	-	-	73%	*	78%	80%	75%	*
At Meets Grade Level or Above	2024	50%	47%	34%	*	35%	*	-	*	-	-	21%	*	35%	30%	32%	10%
	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
At Masters Grade Level	2024	19%	17%	6%	*	6%	*	-	*	-	-	0%	*	6%	7%	4%	0%
	2023	21%	20%	16%	-	16%	*	-	-	-	-	0%	*	17%	13%	15%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	55%	53%	*	52%	*	-	*	-	-	21%	*	56%	43%	48%	40%
	2023	65%	63%	57%	-	57%	*	-	-	-	-	54%	*	56%	62%	53%	*
At Meets Grade Level or Above	2024	28%	25%	23%	*	22%	*	-	*	-	-	7%	*	20%	33%	15%	10%
	2023	36%	34%	28%	-	28%	*	-	-	-	-	23%	*	25%	41%	24%	*
At Masters Grade Level	2024	11%	10%	8%	*	8%	*	-	*	-	-	0%	*	8%	7%	6%	0%
	2023	16%	14%	12%	-	11%	*	-	-	-	-	8%	*	11%	17%	10%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	68%	*	68%	67%	-	*	-	-	41%	*	66%	73%	66%	50%
	2023	77%	75%	77%	*	75%	86%	-	*	-	*	63%	*	76%	78%	72%	63%
At Meets Grade Level or Above	2024	57%	55%	48%	*	47%	67%	-	*	-	-	29%	*	44%	57%	42%	25%
	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
At Masters Grade Level	2024	26%	23%	14%	*	13%	33%	-	*	-	-	12%	*	12%	22%	14%	13%
	2023	22%	20%	13%	*	13%	14%	-	*	-	*	13%	*	13%	17%	13%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	62%	*	61%	83%	-	*	-	-	47%	*	59%	70%	58%	63%
	2023	75%	74%	65%	*	65%	71%	-	*	-	*	69%	*	64%	67%	62%	63%

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	37%	29%	*	28%	50%	-	*	-	-	18%	*	24%	46%	28%	38%
	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
At Masters Grade Level	2024	14%	12%	11%	*	10%	17%	-	*	-	-	6%	*	11%	11%	10%	13%
	2023	16%	13%	8%	*	8%	14%	-	*	-	*	13%	*	8%	8%	6%	25%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	77%	-	76%	86%	-	*	-	-	57%	-	75%	87%	73%	50%
	2023	78%	77%	68%	*	67%	83%	-	*	-	-	50%	-	71%	53%	63%	60%
At Meets Grade Level or Above	2024	54%	53%	51%	-	52%	29%	-	*	-	-	36%	-	49%	65%	46%	50%
	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
At Masters Grade Level	2024	29%	26%	17%	-	18%	14%	-	*	-	-	7%	-	16%	22%	16%	25%
	2023	27%	24%	9%	*	8%	17%	-	*	-	-	6%	-	10%	0%	6%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	52%	64%	-	64%	57%	-	*	-	-	50%	-	59%	87%	63%	75%
	2023	63%	61%	67%	*	67%	67%	-	*	-	-	56%	-	67%	68%	61%	60%
At Meets Grade Level or Above	2024	34%	31%	39%	-	40%	14%	-	*	-	-	43%	-	37%	48%	37%	50%
	2023	37%	34%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
At Masters Grade Level	2024	11%	10%	15%	-	15%	14%	-	*	-	-	14%	-	13%	26%	13%	25%
	2023	11%	9%	17%	*	17%	17%	-	*	-	-	13%	-	19%	11%	11%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	68%	*	67%	*	-	*	-	*	41%	-	68%	69%	63%	50%
	2023	83%	82%	71%	-	68%	100%	-	*	-	*	29%	-	73%	61%	67%	50%
At Meets Grade Level or Above	2024	56%	54%	43%	*	40%	*	-	*	-	*	18%	-	43%	46%	34%	17%
	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%
At Masters Grade Level	2024	29%	26%	14%	*	14%	*	-	*	-	*	0%	-	16%	0%	10%	17%
	2023	28%	25%	10%	-	8%	25%	-	*	-	*	0%	-	10%	9%	10%	12%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	69%	70%	-	69%	*	-	-	-	*	56%	-	65%	91%	67%	40%
	2023	76%	73%	87%	-	86%	*	-	-	-	-	76%	-	89%	78%	86%	89%
At Meets Grade Level or Above	2024	43%	37%	38%	-	36%	*	-	-	-	*	31%	-	35%	55%	34%	40%
	2023	46%	41%	36%	-	35%	*	-	-	-	-	29%	-	36%	39%	34%	26%

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	5%	-	5%	*	-	-	-	*	0%	-	2%	18%	5%	20%
	2023	17%	14%	2%	-	2%	*	-	-	-	-	0%	-	0%	11%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	69%	56%	*	54%	*	-	*	-	*	29%	-	54%	64%	49%	50%
	2023	74%	73%	59%	-	56%	88%	-	*	-	*	44%	-	60%	52%	56%	58%
At Meets Grade Level or Above	2024	44%	43%	29%	*	27%	*	-	*	-	*	12%	-	29%	29%	24%	17%
	2023	47%	46%	27%	-	24%	50%	-	*	-	*	6%	-	26%	30%	28%	35%
At Masters Grade Level	2024	17%	16%	4%	*	4%	*	-	*	-	*	0%	-	5%	0%	3%	0%
	2023	17%	17%	4%	-	2%	13%	-	*	-	*	0%	-	4%	4%	4%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	60%	57%	*	55%	*	-	*	-	*	41%	-	59%	38%	47%	17%
	2023	62%	61%	59%	-	56%	88%	-	*	-	*	41%	-	60%	57%	54%	62%
At Meets Grade Level or Above	2024	33%	33%	28%	*	27%	*	-	*	-	*	24%	-	29%	23%	22%	17%
	2023	33%	32%	28%	-	26%	50%	-	*	-	*	24%	-	28%	30%	26%	19%
At Masters Grade Level	2024	17%	17%	13%	*	12%	*	-	*	-	*	6%	-	15%	0%	9%	17%
	2023	16%	15%	10%	-	8%	13%	-	*	-	*	6%	-	9%	13%	9%	15%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	59%	*	57%	*	-	*	-	*	26%	*	58%	60%	56%	47%
	2023	72%	71%	67%	*	66%	75%	*	-	-	-	38%	*	68%	57%	65%	33%
At Meets Grade Level or Above	2024	52%	50%	37%	*	35%	*	-	*	-	*	19%	*	36%	43%	34%	28%
	2023	52%	50%	41%	*	40%	63%	*	-	-	-	14%	*	42%	38%	37%	11%
At Masters Grade Level	2024	16%	14%	7%	*	6%	*	-	*	-	*	7%	*	6%	11%	7%	6%
	2023	13%	11%	6%	*	6%	13%	*	-	-	-	14%	*	7%	0%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	76%	71%	*	71%	83%	-	-	-	*	29%	-	72%	70%	71%	75%
	2023	74%	74%	58%	-	57%	63%	-	*	-	*	0%	-	60%	46%	53%	29%
At Meets Grade Level or Above	2024	58%	58%	49%	*	48%	67%	-	-	-	*	14%	-	50%	41%	43%	17%
	2023	54%	53%	39%	-	40%	38%	-	*	-	*	0%	-	39%	38%	34%	18%

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	9%	7%	5%	*	5%	17%	-	-	-	*	14%	-	6%	0%	4%	0%
	2023	9%	8%	1%	-	1%	0%	-	*	-	*	0%	-	1%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	69%	*	67%	100%	-	*	-	-	42%	-	72%	53%	62%	59%
	2023	79%	77%	71%	*	71%	86%	*	*	-	*	50%	*	72%	70%	70%	63%
At Meets Grade Level or Above	2024	43%	38%	30%	*	29%	40%	-	*	-	-	12%	-	33%	19%	22%	15%
	2023	43%	39%	27%	*	26%	43%	*	*	-	*	15%	*	29%	20%	27%	42%
At Masters Grade Level	2024	24%	19%	18%	*	18%	20%	-	*	-	-	4%	-	20%	13%	12%	4%
	2023	23%	19%	13%	*	12%	0%	*	*	-	*	15%	*	13%	13%	13%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	92%	*	92%	*	-	*	-	*	78%	-	92%	94%	93%	93%
	2023	88%	88%	84%	*	83%	100%	*	-	-	-	68%	*	83%	85%	82%	76%
At Meets Grade Level or Above	2024	56%	57%	36%	*	34%	*	-	*	-	*	26%	-	36%	37%	34%	32%
	2023	56%	56%	32%	*	30%	80%	*	-	-	-	5%	*	31%	35%	28%	6%
At Masters Grade Level	2024	19%	19%	4%	*	3%	*	-	*	-	*	9%	-	4%	6%	4%	7%
	2023	21%	21%	5%	*	5%	40%	*	-	-	-	0%	*	6%	3%	1%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	94%	-	93%	100%	-	*	-	-	89%	-	93%	100%	93%	70%
	2023	94%	94%	94%	-	94%	*	-	*	-	*	64%	-	94%	95%	91%	100%
At Meets Grade Level or Above	2024	69%	70%	51%	-	51%	50%	-	*	-	-	33%	-	51%	53%	44%	50%
	2023	70%	70%	61%	-	60%	*	-	*	-	*	27%	-	59%	68%	50%	29%
At Masters Grade Level	2024	37%	38%	13%	-	12%	33%	-	*	-	-	0%	-	13%	16%	9%	0%
	2023	38%	39%	28%	-	26%	*	-	*	-	*	9%	-	27%	37%	19%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	78%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	90%	81%	83%	*	82%	86%	-	*	-	-	-	-	85%	*	87%	*
At Meets Grade Level or Above	2024	59%	46%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	61%	50%	27%	*	23%	43%	-	*	-	-	-	-	28%	*	26%	*

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	5%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
	2023	12%	6%	0%	*	0%	0%	-	*	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	68%	80%	67%	80%	-	100%	-	100%	46%	40%	68%	67%	64%	60%
	2023	76%	75%	70%	77%	70%	82%	*	94%	-	92%	54%	74%	71%	68%	67%	60%
At Meets Grade Level or Above	2024	48%	46%	36%	60%	35%	43%	-	85%	-	78%	24%	20%	36%	37%	32%	27%
	2023	49%	47%	37%	46%	36%	57%	*	78%	-	50%	27%	41%	37%	36%	33%	25%
At Masters Grade Level	2024	20%	18%	10%	20%	10%	15%	-	60%	-	0%	5%	6%	10%	10%	8%	9%
	2023	20%	18%	10%	0%	10%	16%	*	50%	-	33%	6%	15%	10%	10%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	75%	69%	83%	68%	79%	-	100%	-	*	40%	50%	69%	68%	66%	54%
	2023	77%	76%	68%	100%	68%	83%	*	100%	-	100%	45%	75%	69%	64%	65%	47%
At Meets Grade Level or Above	2024	54%	52%	42%	67%	41%	54%	-	88%	-	*	24%	25%	41%	43%	37%	28%
	2023	53%	51%	41%	60%	39%	65%	*	50%	-	60%	26%	58%	41%	38%	36%	21%
At Masters Grade Level	2024	22%	20%	11%	17%	11%	15%	-	63%	-	*	6%	6%	11%	13%	10%	10%
	2023	20%	18%	10%	0%	10%	17%	*	17%	-	20%	7%	25%	10%	9%	9%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	63%	60%	63%	70%	-	100%	-	*	50%	33%	63%	64%	60%	61%
	2023	75%	72%	72%	50%	72%	77%	*	83%	-	*	63%	82%	72%	70%	69%	68%
At Meets Grade Level or Above	2024	43%	39%	31%	40%	31%	27%	-	67%	-	*	26%	20%	31%	31%	28%	26%
	2023	45%	41%	34%	33%	34%	49%	*	83%	-	*	37%	27%	35%	32%	31%	32%
At Masters Grade Level	2024	17%	14%	10%	20%	9%	12%	-	50%	-	*	4%	7%	10%	10%	8%	10%
	2023	19%	16%	11%	0%	10%	8%	*	50%	-	*	8%	9%	11%	10%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	69%	*	68%	100%	-	*	-	*	48%	*	69%	70%	66%	75%
	2023	77%	76%	69%	*	68%	88%	*	*	-	*	56%	*	69%	69%	66%	64%
At Meets Grade Level or Above	2024	43%	42%	30%	*	28%	56%	-	*	-	*	17%	*	29%	34%	25%	25%
	2023	47%	46%	29%	*	28%	59%	*	*	-	*	10%	*	28%	36%	27%	24%

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	16%	15%	6%	*	5%	11%	-	*	-	*	4%	*	6%	5%	5%	5%
	2023	18%	18%	7%	*	6%	29%	*	*	-	*	2%	*	7%	8%	4%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	77%	*	76%	100%	-	*	-	*	58%	-	77%	75%	72%	50%
	2023	78%	78%	76%	-	74%	90%	-	*	-	*	50%	-	76%	74%	70%	70%
At Meets Grade Level or Above	2024	51%	52%	41%	*	40%	38%	-	*	-	*	27%	-	41%	41%	34%	38%
	2023	52%	51%	44%	-	42%	50%	-	*	-	*	25%	-	43%	48%	36%	21%
At Masters Grade Level	2024	27%	28%	13%	*	12%	25%	-	*	-	*	4%	-	14%	9%	9%	6%
	2023	27%	27%	18%	-	17%	20%	-	*	-	*	7%	-	17%	24%	13%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	15%	*	15%	14%	-	-	-	-	7%	*	17%	5%	15%	33%
	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
Reading and Mathematics Including EOC	2024	35%	33%	15%	*	15%	14%	-	-	-	-	7%	*	17%	5%	15%	33%
	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
Reading Including EOC	2024	48%	46%	29%	*	29%	14%	-	-	-	-	14%	*	30%	24%	27%	33%
	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*
Math Including EOC	2024	42%	39%	24%	*	25%	14%	-	-	-	-	14%	*	28%	5%	24%	50%
	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*
4th Graders																	
Reading and Mathematics	2024	38%	34%	21%	-	21%	*	-	*	-	*	40%	17%	22%	17%	20%	20%
	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
Reading and Mathematics Including EOC	2024	38%	34%	21%	-	21%	*	-	*	-	*	40%	17%	22%	17%	20%	20%
	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
Reading Including EOC	2024	51%	48%	38%	-	37%	*	-	*	-	*	45%	17%	38%	37%	32%	20%
	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%
Math Including EOC	2024	46%	41%	26%	-	25%	*	-	*	-	*	50%	33%	27%	20%	24%	20%
	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%
5th Graders																	
Reading and Mathematics	2024	42%	39%	23%	*	23%	*	-	*	-	-	7%	*	23%	23%	20%	10%
	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	39%	23%	*	23%	*	-	*	-	-	7%	*	23%	23%	20%	10%
	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*
Reading Including EOC	2024	55%	53%	38%	*	38%	*	-	*	-	-	14%	*	39%	33%	34%	30%
	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
Math Including EOC	2024	51%	47%	34%	*	35%	*	-	*	-	-	21%	*	35%	30%	32%	10%
	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
6th Graders																	
Reading and Mathematics	2024	36%	33%	27%	*	26%	50%	-	*	-	-	18%	*	22%	41%	25%	25%
	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
Reading and Mathematics Including EOC	2024	36%	34%	27%	*	26%	50%	-	*	-	-	18%	*	22%	41%	25%	25%
	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
Reading Including EOC	2024	57%	55%	48%	*	47%	67%	-	*	-	-	29%	*	44%	57%	42%	25%
	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
Math Including EOC	2024	40%	37%	29%	*	28%	50%	-	*	-	-	18%	*	24%	46%	28%	38%
	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
7th Graders																	
Reading and Mathematics	2024	35%	31%	32%	-	33%	14%	-	*	-	-	36%	-	30%	43%	30%	38%
	2023	37%	34%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
Reading and Mathematics Including EOC	2024	36%	32%	32%	-	33%	14%	-	*	-	-	36%	-	30%	43%	30%	38%
	2023	38%	35%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
Reading Including EOC	2024	54%	52%	51%	-	52%	29%	-	*	-	-	36%	-	49%	65%	46%	50%
	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
Math Including EOC	2024	40%	36%	39%	-	40%	14%	-	*	-	-	43%	-	37%	48%	37%	50%
	2023	43%	40%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
8th Graders																	
Reading and Mathematics	2024	28%	25%	15%	-	13%	*	-	-	-	*	19%	-	13%	30%	15%	0%
	2023	31%	27%	11%	-	9%	*	-	-	-	-	6%	-	11%	11%	9%	0%
Reading and Mathematics Including EOC	2024	41%	37%	40%	*	38%	*	-	*	-	*	18%	-	40%	46%	32%	17%
	2023	44%	39%	32%	-	28%	63%	-	*	-	*	6%	-	32%	30%	30%	19%
Reading Including EOC	2024	57%	54%	43%	*	40%	*	-	*	-	*	18%	-	43%	46%	34%	17%
	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%

Texas Education Agency
2023-24 STAAR Performance
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	44%	61%	*	59%	*	-	*	-	*	35%	-	60%	64%	52%	50%
	2023	51%	46%	53%	-	51%	63%	-	*	-	*	29%	-	53%	52%	51%	46%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	33%	23%	*	23%	25%	-	60%	-	*	22%	13%	22%	27%	21%	21%
	2023	37%	34%	26%	*	26%	48%	-	*	-	*	29%	30%	27%	22%	22%	16%
Reading and Mathematics Including EOC	2024	38%	35%	26%	*	26%	28%	-	67%	-	*	22%	13%	25%	28%	23%	23%
	2023	39%	36%	29%	*	28%	50%	-	60%	-	*	29%	30%	30%	24%	25%	23%
Reading Including EOC	2024	54%	51%	41%	*	41%	45%	-	83%	-	*	27%	27%	40%	44%	36%	30%
	2023	53%	51%	41%	*	39%	73%	-	60%	-	*	31%	60%	41%	39%	36%	25%
Math Including EOC	2024	45%	41%	35%	*	35%	28%	-	67%	-	*	31%	20%	35%	34%	32%	35%
	2023	47%	43%	39%	*	39%	53%	-	80%	-	*	41%	30%	40%	37%	36%	38%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 5

Report on Violent or Criminal
Incidents on Campuses



Carrizo Springs CISD

2023-24 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents

Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk () if the number of students involved is less than 5)*

Reason Code	Description	064903102	064903103	064903041	064903001
		CARRIZO SPRINGS EL	CARRIZO SPRINGS INT	CARRIZO SPRINGS J H	CARRIZO SPRINGS H S
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	0	0	0	0
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0	0
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0
16	Arson – TEC §37.007(a)(2)(B)	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	0	0	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0	0

59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	0	0
Total Incidents		0	0	0	0
Student Enrollment (Fall 2023 PEIMS Snapshot)		581	480	260	574
Incident Rate		0.0%	0.0%	0.0%	0.0%
<p>TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and “watch lists” referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at: https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf</p>					
<p><i>For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).</i></p>					
<p><i>* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.</i></p>					

DISTRICT POLICIES RELATING TO VIOLENCE INTERVENTION AND PREVENTION FOR STUDENT PROTECTION

FB [Equal Educational Opportunity](#)
FFB [Student Welfare: Crisis Intervention](#)
FFBA [Crisis Intervention: Trauma-Informed Care](#)
FFC [Student Welfare: Student Support Services](#)
FFD [Student Welfare: Student Insurance](#)
FEEA [Counseling and Mental Health: Counseling](#)
FFEB [Counseling and Mental Health: Mental Health](#)
FFF [Student Welfare: Student Safety](#)
FFG [Student Welfare: Child Abuse and Neglect](#)
FFH [Student Welfare: Freedom from Discrimination, Harassment, and Retaliation](#)
FFI [Student Welfare: Freedom from Bullying](#)
FN [Student Rights and Responsibilities](#)
FNA [Student Rights and Responsibilities: Student Expression](#)
FNAA [Student Expression: Distribution of Nonschool Literature](#)
FNAB [Student Expression: Use of School Facilities for Nonschool Purposes](#)
FNC [Student Rights and Responsibilities: Student Conduct](#)
FNCA [Student Conduct: Dress Code](#)
FNCB [Student Conduct: Care of School Property](#)
FNCC [Student Conduct: Prohibited Organizations and Hazing](#)
FNCD [Student Conduct: Tobacco Use and Possession](#)
FNCE [Student Conduct: Personal Telecommunications/Electronic Devices](#)
FNCF [Student Conduct: Alcohol and Drug Use](#)
FNCG [Student Conduct: Weapons](#)
FNCI [Student Conduct: Disruptions](#)
FND [Student Rights and Responsibilities: Married Students](#)
FNE [Student Rights and Responsibilities: Pregnant Students](#)
FNF [Student Rights and Responsibilities: Investigations and Searches](#)
FNG [Student Rights and Responsibilities: Student and Parent Complaints/Grievances](#)
FO [Student Discipline](#)
FOA [Student Discipline: Removal by Teacher or Bus Driver](#)
FOB [Student Discipline: Out-of-School Suspension](#)
FOC [Student Discipline: Placement in a Disciplinary Alternative Education Setting](#)
FOCA [Placement in a Disciplinary Alternative Education Setting: Disciplinary Alternative Education Program Operations](#)
FOD [Student Discipline: Expulsion](#)
FODA [Expulsion: Juvenile Justice Alternative Education Program](#)
FOE [Student Discipline: Emergency and Alternative Placement](#)
FOF [Student Discipline: Students with Disabilities](#)

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Texas Academic Performance Report

Carrizo Springs CISD

Section 6

Student Performance in
Postsecondary Institutions



**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
DICKENS								
	SPUR ISD							
	063903001 SPUR SCHOOL							
	Four-Year Public University	6	0	0	2	1	3	0
	Two-Year Public Colleges	5	0	1	1	0	3	0
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	16						
	Total High School Graduates	30						
DIMIT								
	CARRIZO SPRINGS CISD							
	064903001 CARRIZO SPRINGS H S							
	Four-Year Public University	32	8	4	4	14	2	0
	Two-Year Public Colleges	34	9	6	5	7	5	2
	Independent Colleges & Universities	4						
	Not Trackable	1						
	Not Found	85						
	Total High School Graduates	156						
DONLEY								
	CLARENDON ISD							
	065901001 CLARENDON H S							
	Four-Year Public University	6	0	2	1	2	1	0
	Two-Year Public Colleges	11	4	1	3	2	1	0
	Independent Colleges & Universities	1						
	Not Trackable	0						
	Not Found	15						
	Total High School Graduates	33						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 7

HB3 Goals





HB3 Goals 2025- 2029

Board Presentation

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:
 - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
 - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

Early Childhood Literacy Board Outcome Goal

The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 62% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
*No STAAR	50%	54%	58%	62%
Actual	19%	45%	43%	29%

Early Childhood Literacy Board Outcome Goal

The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
38%	44%	49%	55%	60%

Math Board Outcome Goals

The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
*No STAAR	55%	59%	63%	67%
Actual	13%	30%	36%	24%

Math Board Outcome Goals

The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
28%	35%	44%	53%	60%

CCMR Board Outcome Goals

The percentage of graduates that meet the criteria for CCMR will increase from 31% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	35%	40%	45%	50%
32%	23%	19%	22%	N/A

CCMR Board Outcome Goals

The percentage of graduates that meet the criteria for CCMR will increase from 80% to 100% by August 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
80%	85%	90%	95%	100%

Thank you!



TAPR 23-24

Texas Academic Performance Report

Carrizo Springs CISD

Section 8

TAPR Glossary



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Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

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STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

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English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA’s submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA’s submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term “emergent bilingual student” replaced the term of “limited English proficient (LEP) student” used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of “English learner (EL)” used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

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for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2023–24)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

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number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

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** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records*)

College, Career, or Military* Readiness (CCMR) (2023–24)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay

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	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2022-23 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). *(Data source: PEIMS 48011)*

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

TSIA Results (Graduates \geq Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 annual graduates

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Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. *(Data source: College Board and IB)*

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

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placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

- (2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

- (3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

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Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Data source: THECB*)

Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

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(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2023–24 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (*Data source: PEIMS 42400*)

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. (*Data source: PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

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Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVEL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Other	
I3305100	IB WORLD RELIGIONS STANDRD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV
N1290322	IB THEORY OF KNOWLEDGE

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Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer

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058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
115	Psychiatric Nurse
116	Licensed Clinical Social Worker
117	Licensed Professional Counselor
118	Licensed Marriage & Family Therapist

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.